

Tennessee
IDEA Part B
Annual Performance Report
FFY07



State of Tennessee
Department of Education
Division of Special Education

TABLE OF CONTENTS

OVERVIEW	3
INDICATOR 1 - GRADUATION	4
INDICATOR 2 – DROP-OUT	8
INDICATOR 3 – STATEWIDE ASSESSMENTS	12
INDICATOR 4 – SUSPENSION/EXPULSION	23
INDICATOR 5 – LRE PLACEMENT	27
INDICATOR 6 – PRESCHOOL SETTINGS	34
INDICATOR 7 – PRESCHOOL SKILLS	36
INDICATOR 8 – PARENT INVOLVEMENT	39
INDICATOR 9 – DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION	45
INDICATOR 10 – DISPROPORTIONATE REPRESENTATION BY SPECIFIC DISABILITY CATEGORIES	51
INDICATOR 11 – CHILD FIND	58
INDICATOR 12 – PART C TO B TRANSITION	61
INDICATOR 13 – SECONDARY TRANSITION WITH IEP GOALS	65
INDICATOR 14 – SECONDARY TRANSITION AFTER SECONDARY SCHOOL	69
INDICATOR 15 – MONITORING	72
INDICATOR 16 – COMPLAINTS	79
TABLE 7– REPORT OF DISPUTE RESOLUTION	81
INDICATOR 17 – DUE PROCESS HEARINGS	82
INDICATOR 18 – HEARING REQUESTS THAT WENT TO RESOLUTION	84
INDICATOR 19 – MEDIATION	86
INDICATOR 20 – TIMELINESS & ACCURACY OF DATA & REPORTS	88

Part B Annual Performance Report (APR) for 2007-2008 (FFY07)

Overview of the Annual Performance Report Development:

The Part B, IDEA Annual Performance Report (APR) for Tennessee was developed in conjunction with and approved by the State's Advisory Council and the State's Interagency Coordinating Council for appropriate indicators.

In order to complete this document:

1. Data was gathered from the Federal Data Reports, state End of Year (EOY) Reports, state and federal statistical analysis reports, parent surveys, monitoring information, advocacy and parent groups, and local education agency (LEA) personnel whenever possible. The Office of Data Services reformatted the information into tables that could be used for completion of indicators.
2. All indicator chairpersons were assigned tasks specific to overall management and accountability as well as specific timelines for completion of assigned indicators. The SPP/APR Director was responsible for overall completion and submission of the final APR.
3. Each chairperson was responsible for primary communication with stakeholders connected to their indicator and for ensuring that all information and suggestions were considered in the development and finalization of particular indicators. Personnel from other Divisions within the Tennessee Department of Education (TDOE), as well as other departments, were asked to provide consultative assistance on various indicators on an as needed basis.
4. The TDOE SPP/APR Director contacted members of the State Advisory Council, the State Interagency Coordinating Council (ICC), and the Developmental Disability Council asking for persons to participate. Indicator chairpersons were then responsible for contacting these persons to participate as needed. Personnel from the TDOE's Division of Teaching & Learning, Division of Early Childhood, Division of Evaluation & Assessment, and Division of Accountability, parents, LEA reps, advocacy groups, members of both the State Advisory Council and the State Interagency Coordination Council then provided feedback.
5. Once the document was compiled, the draft was submitted to the State SPP/APR Advisory Council on October 20, 2008 and January 12, 2009 for exchange of information and review prior to being submitted to OSEP.

This APR and revised SPP will be disseminated by email notification to known organizations, parent groups, and LEAs throughout the state via website www.state.tn.us/education/speced/sereports.shtml.

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: FAPE in the LRE

INDICATOR 1 - GRADUATION: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The measurement for FFY07 does not include all youth data. Only leavers with IEPs are included in the measurement.

Youth with IEPs who graduated with a regular diploma (4252) were divided by the sum of: youth with IEPs who graduated with a regular diploma (4252) + youth with IEPs who received a certificate (1647) + youth with IEPs who reached maximum age (47) + youth with IEPs who dropped out (1212).

$$4252 / (4252+1647+47+1212)$$

$$4252 / (7158) \times 100 = 59.4\%$$

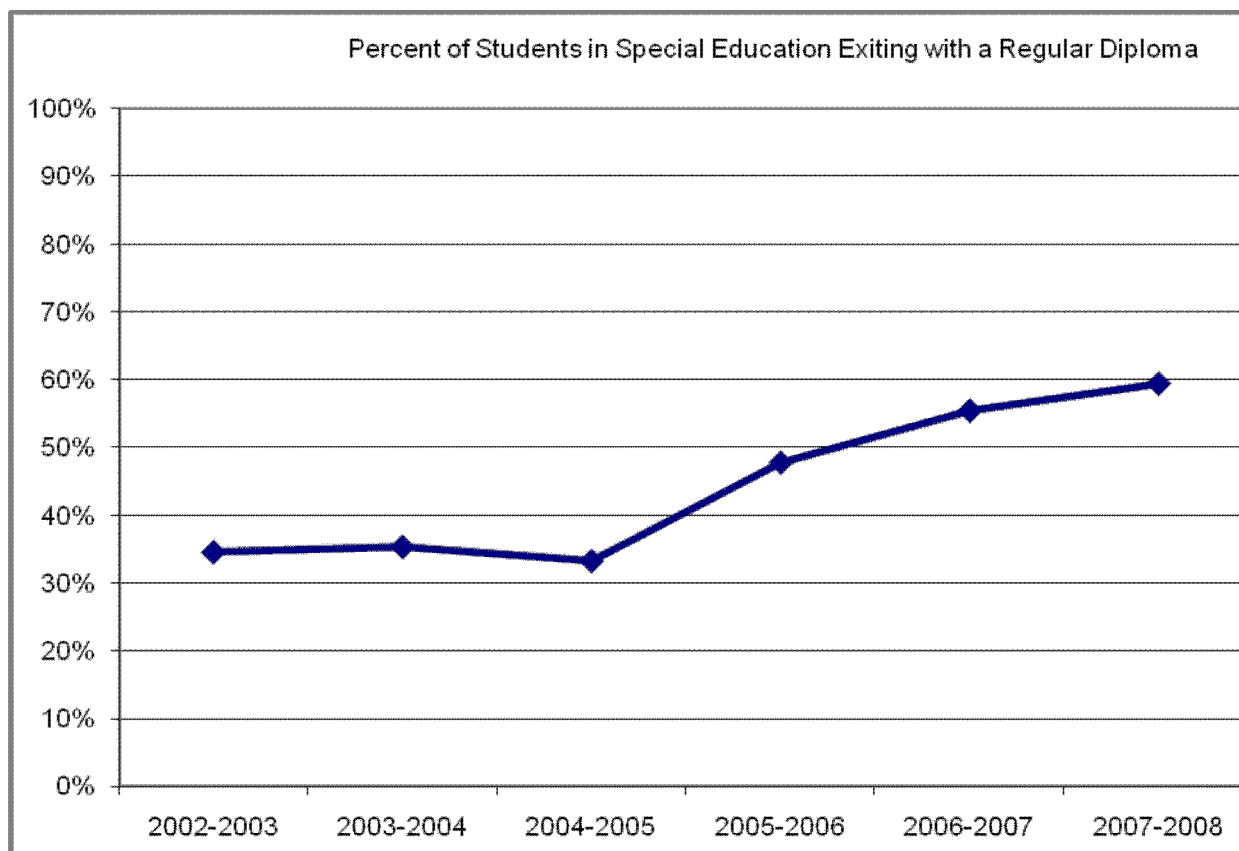
FFY	Measurable and Rigorous Target
2007 (2007-2008)	Increase the percent of youth with individual education programs (IEPs) graduating from high school with a regular diploma by 1.5%.

Actual Target Data through 2007-2008:

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Percent of Students in Special Education Exiting with a Regular Diploma	34.5	35.3	33.2	47.7	55.4	59.4

Data source documents: Tennessee's 2002, 2003, 2004, 2005, 2006 and 2007 OSEP DANS Table 4.

Tennessee Part B APR FFY07



Data source documents: Tennessee's 2002, 2003, 2004 2005, 2006 and 2007 OSEP DANS Table 4 – Report of Children with Disabilities Exiting Special Education and Tennessee's NCLB Accountability Workbook (June, 2008)

Discussion of Target Data for 2007-2008:

The percent of students in special education exiting with a regular diploma is defined as the number of students receiving special education services who graduated with a regular diploma divided by the sum of students receiving special education services age 14 or older who left school with a regular diploma, with a certificate, after reaching maximum age or by dropping out. Tennessee determines graduation rate via an event rate. For more information on conditions that youth with IEPs must meet to graduate with a regular diploma see the TN SPP, Indicator #1, Page 4.

A 1.5% yearly increase in the percent of students in special education exiting with a Regular Diploma is considered a rigorous target. A 4.0% increase was obtained in FFY07 from the previous year. The graduation rate in FFY07 was 59.4%, increasing from 55.4% in FFY06. Tennessee exceeded its target.

The graduation rate increase may be attributed to technical assistance and improvement initiatives such as 9th grade academies, reading coaches and individualized data review to identify areas of intervention needed and focused monitoring. One hundred and seven of the one hundred and thirty-six LEAs increased their graduation rate.

Findings of Non compliance (see B-15 worksheet)

There were 10 findings of non-compliance related to indicator # 1. All findings not corrected within one year of identification (6 of 10 or 60%) were subsequently corrected within a maximum of two weeks of the one year anniversary date of their identification. Correction of findings were validated through onsite record review and other documentation. Additionally, LEAs were required to plan and/or attend specific trainings relative to findings. There was no continued lack of non-compliance in any instance and the State was not required to pursue any enforcement actions.

Tennessee Part B APR FFY07

Note: The "late" corrections of noncompliance were due to the TDOE staff not getting to all locations to verify the correction of noncompliance within one year. TDOE found that the correction of noncompliance had occurred within one year. Had the TDOE verification visit not been delayed, all findings would have been corrected within one year. TDOE has revised its notification and verification schedule to ensure timeliness of correction of future findings.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities Completed and progress or slippage that occurred for FFY07
Beginning with 2006-07 data, compare graduation rates statewide and by LEA to analyze the need for improvement. Identify LEAs with graduation rates lower than the state average for youth with IEPs. Conduct focused monitoring and development of improvement plans where warranted.	<p>The Division collaborated with the TN Office of Accountability to ensure that LEAs, who do not meet the state standard, included plans for improvement in their TN. Comprehensive System-wide Planning Process (TCSPP) with the TN Office of Accountability, ensures that all LEAs in the State have addressed graduation rate within their respective TCSPP. This includes all 29 of the 136 LEAs who did not increase their graduation rate in FFY07.</p> <p>Progress made/continue activity.</p>
Provide extensive training for test accommodations for use with state mandated assessments	<p>In the FFY2007 school year, LEA's were provided training regarding Tennessee Comprehensive Assessment Program (TCAP). Special educators as well as general educators received training on testing accommodations, Alternate Assessment and Portfolio Assessment Accommodations are updated annually on the TDOE website.</p> <p>Progress made/continue activity.</p>
Provide Gateway tutoring for at-risk students	<p>Provided ongoing technical assistance from the RISE Project (Univ. of Memphis). Gateway tutoring was included in school program improvement plans. Note: The state has changed graduation requirements and the Gateway Assessments are being phased out.</p> <p>However, continued performance of this indicator will be monitored via indicators 3, 9 and 10 within this plan.</p> <p>Activity Completed.</p>
Increase student participation in work based learning	<p>Four regional trainings held for Work Based Learning. In July, September, and October of 2008, work based learning trainings were held in each of the three grand divisions of the State. This resulted in 156 teachers being trained.</p> <p>Progress made/continue activity.</p>
Increase reading instruction for all grades	<p>High School Reform Focus Group (TDOE initiative) developed and distributed new standards to IEP goals.</p> <p>Progress made/continue activity.</p>

Tennessee Part B APR FFY07

	High School Summit – Reading in the Content Areas also implemented a middle school Summit. Both summits are anticipated to occur in 2008. Progress made/continue activity.
	Workshops by TDOE, Office of Accountability focusing on reading improvement and LEA accountability for yearly improvement. Progress made/continue activity.
Explore use of credit recovery programs	These programs are being utilized across the state and are having a positive impact on graduation rates. LEAs maintain documentation of their implementation. Progress made/continue activity.
AYP grant targeted towards NCLB scores for High School graduation rate for students with disabilities sub group	Refer to Indicator 5, improvement activity 6 for progress status. Develop Modified Alternate Achievement Standards Assessment (MAASA). Create TNDOE MAASA Task Force Activity completed.
	Review the current five states with approved Modified Achievement Standards Assessments Activity completed.
	Determine eligibility standards for allowable 2% of SWD as per IDEIA and NCLB Progress made/continue activity.
	Develop Modified Assessment Progress made/continue activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Activities	Timeline	Resources
NONE AT THIS TIME		

Part B State Annual Performance Report (APR) for FFY07

Overview of the Annual Performance Report Development:

Input for completion of this portion of the performance plan included: a stakeholder survey, twice a month meetings with TDOE staff, and multiple requests to stakeholders for input and revisions.

Monitoring Priority: FAPE in the LRE

INDICATOR 2 – DROP-OUT: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

<p>Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.</p> <p><i>The measurement for FFY2007 does not include all youth data. Only leavers with IEPs are included in the measurement.</i></p>	<p>Youth with IEPs who dropped out (1212) were divided by the sum of: youth with IEPs who graduated with a regular diploma (4252) + youth with IEPs who received a certificate (1647) + youth with IEPs who reached maximum age (47) + youth with IEPs who dropped out (1212).</p> <p>1212 / (4252+1647+47+1212)</p> <p>1212 / (7158) x 100 = 16.9%</p>
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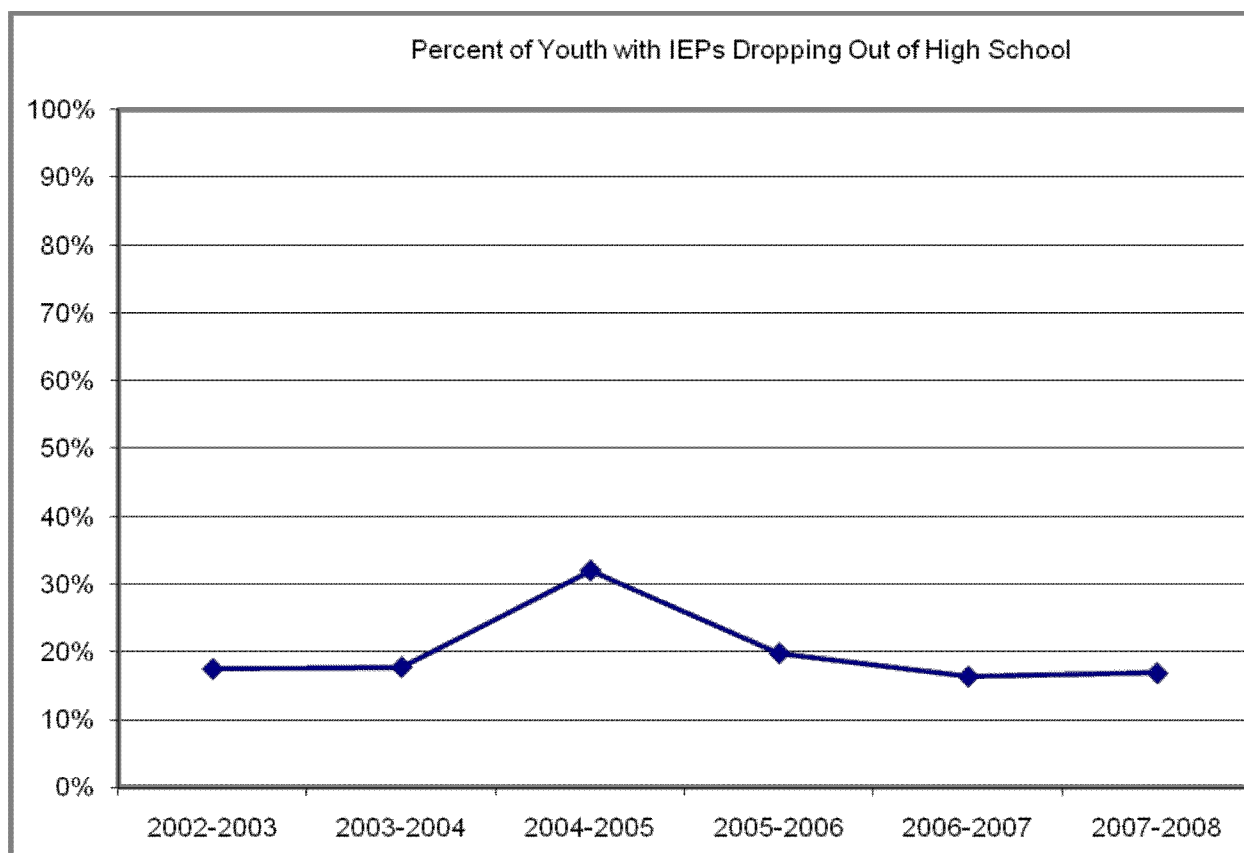
FFY	Measurable and Rigorous Target
2007 (2007-2008)	Reduce the drop out rate for students with disabilities by 1.5%.

Actual Target Data through 2007-2008:

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Percent of Youth with IEPs Dropping Out of High School	17.5%	17.8%	31.9%	19.8%	16.4%	16.9%

Data source documents: Tennessee's 2002 , 2003,2004,2005,2006, 2007 OSEP DANS Table 4.

Tennessee Part B APR FFY07



Data source documents: Tennessee's 2002, 2003, 2004, 2005, 2006, 2007 OSEP DANS Table 4.

Discussion of Target Data for 2007-2008:

Tennessee calculates the percentage of students dropping out by dividing the number of students with disabilities 14 years and older who dropped out by the sum of students with disabilities 14 years and older who graduated with a diploma, received a certificate, reached the maximum age for services or dropped out. Tennessee determines drop out rate via an event rate.

There was a significant increase in the drop out percentage in 2004-05 in comparison to the previous four years. This was primarily due to a change in the definition of drop-outs by OSEP. The category of students "moved, not known to be continuing" were counted as drop-outs beginning in 2004-05 where they had not been in the past.

A 1.5% yearly decrease in the percent of students in special education dropping out is considered a rigorous target. In FFY07 a one-half percentage point (.50%) increase was measured compared to FFY06. The drop out rate was determined to be 16.9%, up from 16.4%. Therefore, the state as a whole did not meet its target for FFY07, however it should be noted that 65 of 136 LEAs met the State AYP target of 10%. The state believes that better tracking and extensive weekly training by the office of Data Management continues to improve both collection and analysis of this data.

Findings of Non compliance (see B-15 worksheet)

There were 12 findings of non-compliance related to indicator # 2. All findings not corrected within one year of identification (7 of 12 or 58%) were subsequently corrected within a maximum of two weeks of the one year anniversary date of their identification. Correction of findings were validated through onsite record review and other documentation. Additionally, LEAs were required to plan and/or attend specific trainings relative to findings. There was no continued lack of non-compliance in any instance and the State was not required to pursue any enforcement actions.

Tennessee Part B APR FFY07

Note: The "late" corrections of noncompliance were due to the TDOE staff not getting to all locations to verify the correction of noncompliance within one year. TDOE found that the correction of noncompliance had occurred within one year. Had the TDOE verification visit not been delayed, all findings would have been corrected within one year. TDOE has revised its notification and verification schedule to ensure timeliness of correction of future findings.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY07.

Improvement Activities	Discussion of Improvement Activities Completed and progress or slippage that occurred for FFY07
Pursue development of alternate diplomas or graduation paths.	<p>NCLB diploma options investigated. The General Assembly of the State of TN passed Public Chapter #321. This Bill stated that the State Board of Education would convene a task force to look into the feasibility of developing alternate paths to current high school diplomas. New paths were developed and standards will be in effect for freshman entering the 2009-2010 school year.</p> <p>Progress made. Continue activity.</p>
Determine the availability of CTE programming.	<p>125 LEAs continue to offer Career Technical Education (CTE) programs.</p> <p>Progress made. Continue activity.</p> <p>Annual Career and Technical Education Conference. Activity completed in July 2008.</p> <p>Progress made. Continue activity.</p> <p>Contextual Academic Courses realigned to regular academic standards. Currently working to realign courses and create online competencies.</p> <p>Progress made. Continue activity.</p> <p>NOTE: Currently, the TNDOE, Career and Technical Division, is working to revise Career Clusters. It is developing and working toward the implementation of 16 specified Career Pathways for LEA's. Programs of study have been developed under career clusters.</p> <p>Progress made. Discontinue activity.</p>
Provide training to special education and general education teachers on differentiated instruction, and testing accommodations.	<p>TA from LRE for LIFE and TA from the RISE Project (see indicator #5) Field Service Centers and personnel used as resources.</p> <p>Progress made. Continue activity.</p> <p>SIG – IRIS Center for Faculty Enhancement developed web-based modules for D.I. and accommodations, provided 'train the trainer' training, ed. consultants working in schools.</p> <p>Progress made. Continue activity.</p>

Tennessee Part B APR FFY07

Conduct review of dropout rates for all LEAs and identify those falling above an established target for focused monitoring and development of improvement planning as warranted.	<p>11 of 34 LEAs (32%) monitored in 2007-08 were identified with drop-out rates exceeding the established target. Focused monitoring visits were not warranted, however the identified LEAs wrote improvement plans to decrease the dropout rate by at least 1.5% per year. Improvement plans will be monitored by TDOE Division of Special Education staff to ensure implementation by LEA staff in the spring of 2009. New procedures put in place in 2008-09 involve review of every LEA in the state every year.</p> <p>Incorporated as policy/procedure. Discontinue as improvement activity.</p>
	<p>Collaborate with the TN Office of Accountability to ensure that LEAs, who do not meet the state standard, include plans for improvement in their local TN. Comprehensive System-wide Planning Process (TCSP). The Office of Accountability ensures that all LEAs in the State have addressed dropout rates within their respective TCSP Plans. However, due to new monitoring procedures referred to above, this activity will be discontinued.</p> <p>Incorporated as policy/procedure. Discontinue as improvement activity.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Activities	Timeline	Resources
Data system improvement to manage the student record transfer from district to district to improve the accuracy of data regarding exiting students.	Beginning 2008-2009.	TN DOE staff

Tennessee Part B APR FFY07

Part B State Annual Performance Report (APR) for FFY07

Overview of the Annual Performance Report Development:

Data gathered for Indicator 3 is based on Tennessee's NCLB report for participation and proficiency rates for the Tennessee Comprehensive Assessment Program (TCAP) in FFY07.

Monitoring Priority: FAPE in the LRE

INDICATOR 3 – STATEWIDE ASSESSMENTS: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's Yearly AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{(b)}{(a)} \right] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{(c)}{(a)} \right] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{(d)}{(a)} \right] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{(e)}{(a)} \right] \times 100$).Account for any children included in (a) but not included in (b), (c), (d + e) above
Overall Percent = $\left[\frac{(b + c + d + e)}{(a)} \right]$.
- C. Proficiency rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $\left[\frac{(b)}{(a)} \right] \times 100$);
 - c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $\left[\frac{(c)}{(a)} \right] \times 100$);
 - d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level standards (percent = $\left[\frac{(d)}{(a)} \right] \times 100$); and
 - e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $\left[\frac{(e)}{(a)} \right] \times 100$).Account for any children included in (a) but not included in (b), (c), (d + e) above
Overall Percent = $\left[\frac{(b + c + d + e)}{(a)} \right]$.

Tennessee Part B APR FFY07

FFY	Measurable and Rigorous Target
2007 2007-2008	<p>A. The percent of school districts meeting Tennessee's objectives for AYP will increase to 70.5%. (Actual: 56.5%, A 5.4% increase from FFY06.)</p> <p>B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards will continue to meet NCLB requirements of 95% participation in Reading and Mathematics. (Actual: 99.1%*, represents a percentage based on student counts who were and were not assessed and not a December 1st student count and the number of SWDs who were and were not assessed at a different dates as was done the year before and yielded 103.4%)</p> <p>C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments will increase to 79.6%. (Actual: 79%*, a 1.7% increase from the previous year)</p> <p>D. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments will increase to 65.2%. (Actual: 67.4%*, represents a 9% increase from previous year)</p>

* This note is applicable to all Participation and Performance tables in this indicator. For grades 3 - 8, FFY07 calculations regarding the number of students with IEPs assessed are based on student assessment data provided by the Division of Assessment, Evaluation, and Research. For high school assessments, numbers are based on first-time test takers reported to have participated in Gateway Assessments (English II –grade 10, Algebra I-grade 9) and in alternate portfolio assessments (reading/language arts and math – grades 9-12). As Gateways are given at the end of the corresponding course, the number of students taking the assessment cannot be accurately correlated to one specific grade. Therefore, to meet the requirements of reporting only one grade per content area, Tennessee chose to report the Gateway grade levels most commonly administered for each assessment. Grades 9-12 represent all students in the Alternate Portfolio Assessment because the math assessment can be administered in any grade in high school. Whereas, English/Language Arts is mainly administer in 11th grade to align with the writing assessment that is required in regular education 11th grade only.

Measurement:

A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroups.

FFY07: Twenty-six of 46 school districts (56.5%) met the minimum n size for disability subgroup in all areas measured, whereas 20 of the 46 districts (43.5%) did not meet AYP for SWD subgroup.

FFY06: Twenty-three of 45 school districts (51.1%) met the minimum n size for disability subgroup in all areas measured, whereas 22 of the 45 districts (48.9%) did not meet AYP for SWD subgroup.

FFY05: Twenty-seven of 40 school districts (32.5%) met the minimum n size for disability subgroup in all areas measured, whereas 13 of the 40 districts (67.5%) did not meet AYP for SWD subgroup.

B. Participation rate = 99.1%*

Overall, 99.1%* students participated in Reading/Language Arts and Mathematics statewide assessments [(percentage = (b) 23,434+ (c) 77,694 + (d) 0 + (e) 9,898) divided by (a) 111,991].

Tennessee Part B APR FFY07

TN Statewide Assessment 2007-2008	Reading/Language Arts – English I (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10*		
	#	%							
a) Children with IEPs*	8964	8950	8592	8346	8510	8496	6161	58019	
b) IEPs in regular assessment with no accommodations (%)	2346	1937	1614	1322	1494	1646	1986	12345	21.3%
	26.2%	21.6%	18.8%	15.8%	17.6%	19.4%	32.2%		
c) IEPs in regular assessment with accommodations (%)	5939	6325	6282	6226	6227	5921	3396	40316	69.5%
	66.3%	70.7%	73.1%	74.6%	73.2%	69.7%	55.1%		
d) IEPs in alternate assessment against grade-level standards	State does not currently have an alternate assessment that tests children against grade level standards. This assessment will be implemented in the 09-10 school year.								
e) IEPs in alternate assessment against alternate standards* (%)	645	636	656	726	709	818	667	4857	8.4%
	7.2%	7.1%	7.6%	8.7%	8.3%	9.6%	10.8%		
Overall (b+c+d+e)	8930	8898	8552	8274	8430	8385	6049	57518	99.1%
	99.6%	99.4%	99.5%	99.1%	99.1%	98.7%	98.2%		
Below are included in a) but not included in b, c, d, or e									
f) Medical exemptions	3	5	7	8	4	11	7	45	0.1%
g) Absent	24	41	26	51	60	91	83	376	0.6%
h) Invalid	7	5	7	3	1	0	13	36	0.1%
i) Out of Level	0	0	0	10	12	9	9	40	0.1%
j) ELL/R	0	1	0	0	3	0	0	4	0.0%
Overall (b+c+d+e+f+g+h+i+j)	8964	8950	8592	8346	8510	8496	6161	58019	
check sum (should = 100%)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	58019	100.0%

Tennessee Part B APR FFY07

TN Statewide Assessment 2007-2008	Math-Algebra 1 (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9*	#	%
a) Children with IEPs*	8963	8950	8592	8346	8510	8496	2115	53972	
b) IEPs in regular assessment with no accommodations (%)	2347 26.2%	1937 21.6%	1614 18.8%	1318 15.8%	1490 17.5%	1645 19.4%	738 34.9%	11089	20.5%
c) IEPs in regular assessment with accommodations (%)	5935 66.2%	6320 70.6%	6275 73.0%	6222 74.6%	6233 73.2%	5925 69.7%	468 22.1%	37378	69.3%
d) IEPs in alternate assessment against grade-level standards	State does not currently have an alternate assessment that tests children against grade level standards. This assessment will be implemented in the 09-10 school year.								
e) IEPs in alternate assessment against alternate standards* (%)	644 7.2%	636 7.1%	656 7.6%	726 8.7%	710 8.3%	818 9.6%	851 40.2%	5041	9.3%
Overall (b+c+d+e)	8926 99.6%	8893 99.4%	8545 99.5%	8266 99.0%	8433 99.1%	8388 98.7%	2057 97.3%	53508	99.1%
Below are included in a) but not included in b, c, d, or e									
f) Medical exemptions	3	5	7	8	4	11	7	45	0.1%
g) Absent	27	47	33	59	61	88	15	330	0.6%
h) Invalid	7	5	7	3	0	0	26	48	0.1%
i) Out of Level	0	0	0	10	12	9	10	41	0.1%
j) ELL/R (N/A)	0	0	0	0	0	0	0	0	0.0%
Overall (b+c+d+e+f+g+h+i+j)	8963	8950	8592	8346	8510	8496	2115	53972	
check sum (should = 100%)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53972	100.0%

Tennessee Part B APR FFY07

- a. 111,026 students with IEPs were assessed in grades (Reading 3-8, and 10 and 9-12 Alt) and (Mathematics grades 3-9, and 9-12 Alt).
- b. 21.1% of total students with IEPs participated in the regular assessment (Reading and Mathematics) with no accommodations (percent = 23,434 divided by 111,026 times 100); down by 4.3% from previous year.
- c. 69.9% of total children with IEPs participated in the regular assessment (Reading and Mathematics) with accommodations (percent = 77,694 divided by 111,026 times 100). This is the same percentage as FFY06 however more students used accommodations and were assessed in FFY07.
- d. 0% of total students with IEPs participated in the alternate assessment (Reading and Mathematics) against grade level standards (percent = 0 divided by 111,026 times 100).

Note: Tennessee does not currently offer alternate assessment against grade level standards.

- e. 8.9% of total students with IEPs participated in the alternate assessment (Reading and Mathematics) against alternate achievement standards (percent = 9898 divided by 111,026 times 100); an increase of eight tenths of one percent (.8%) from FFY06.

At the bottom of each table is shown data regarding the number of students who were absent for State-mandated assessments, granted medical exemptions, found not invalid, assessed with an out of level test, and took an ELL/R. Grades 11 and 12 medical exemptions are not included, but totaled 3 additional students.

Tennessee Part B APR FFY07

C. Proficiency rate = 73.3%*

Overall 73.3%* of students scored proficient¹ or above in Reading and Mathematics = 19,122 + 53,241 + 0 + 9676 divided by 111,991.

TN Statewide Assessment 2007-2008 % Proficient	Reading/Language Arts/Writing (Performance = Proficient or better)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10*	#	%
a) Children with IEPs*	8964	8950	8592	8346	8510	8496	6161	58019	
b) IEPs in regular assessment with no accommodations (%)	2078	1655	1419	1115	1155	1351	1763	10536	18.2%
	23.2%	18.5%	16.5%	13.4%	13.6%	15.9%	28.6%		
c) IEPs in regular assessment with accommodations (%)	4454	4487	5168	4641	4246	4478	2888	30362	52.3%
	49.7%	50.1%	60.1%	55.6%	49.9%	52.7%	46.9%		
d) IEPs in alternate assessment against grade-level standards	State does not currently have alternate assessment that tests children against grade level standards. This assessment will be implemented in the 09-10 school year.								
e) IEPs in alternate assessment against alternate standards* (%)	635	622	650	710	695	802	641	4755	8.2%
	7.1%	6.9%	7.6%	8.5%	8.2%	9.4%	10.4%		
Overall (b+c+d+e) Proficient	7167	6764	7237	6466	6096	6631	5292	45653	78.7%
	80.0%	75.6%	84.2%	77.5%	71.6%	78.0%	85.9%		
Below are included in a) but not included in b, c, d, or e									
f) Below Proficient	1763	2134	1315	1808	2334	1754	757	11865	20.5%
g) Medical exemptions	3	5	7	8	4	11	7	45	0.1%
h) Absent	24	41	26	51	60	91	83	376	0.6%
i) Invalid	7	5	7	3	1	0	13	36	0.1%
j) Out of Level	0	0	0	10	12	9	9	40	0.1%
k) ELL/R	0	1	0	0	3	0	0	4	0.0%
Overall (b+c+d+e+f+g+h+i+j+k) check sum (should = 100%)	8964	8950	8592	8346	8510	8496	6161	58019	100.0%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	58019	100.0%

Tennessee Part B APR FFY07

TN Statewide Assessment 2007-2008 % Proficient	Math Algebra-1 (Performance = Proficient or better)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9*	#	%
a) Children with IEPs*	8963	8950	8592	8346	8510	8496	2115	53972	
b) IEPs in regular assessment with no accommodations (%)	1970 22.0%	1599 17.9%	1324 15.4%	1006 12.1%	1054 12.4%	1123 13.2%	510 24.1%	8586	15.9%
c) IEPs in regular assessment with accommodations (%)	3442 38.4%	3798 42.4%	4471 52.0%	3986 47.8%	3635 42.7%	3268 38.5%	279 13.2%	22879	42.4%
d) IEPs in alternate assessment against grade-level standards	State does not currently have alternate assessment that tests children against grade level standards. This assessment will be implemented in the 09-10 school year.								
e) IEPs in alternate assessment against alternate standards* (%)	633 7.1%	619 6.9%	643 7.5%	710 8.5%	692 8.1%	798 9.4%	826 39.1%	4921	9.1%
Overall (b+c+d+e) Proficient	6045 67.4%	6016 67.2%	6438 74.9%	5702 68.3%	5381 63.2%	5189 61.1%	1615 76.4%	36386	67.4%
Below are included in a) but not included in b, c, d, or e									
f) Below Proficient	2881	2877	2107	2564	3052	3199	442	17122	31.7%
g) Medical exemptions	3	5	7	8	4	11	7	45	0.1%
h) Absent	27	47	33	59	61	88	15	330	0.6%
i) Invalid	7	5	7	3	0	0	26	48	0.1%
j) Out of Level	0	0	0	10	12	9	10	41	0.1%
k) ELL/R (N/A)	0	0	0	0	0	0	0	0	0.0%
Overall (b+c+d+e+f+g+h+i+j+k)	8963	8950	8592	8346	8510	8496	2115	53972	
check sum (should = 100%)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	53972	100.0%

Tennessee Part B APR FFY07

- a. 111,026 students with IEPs were assessed in grades (Reading 3-8, and 10 and 9-12 Alt) and (Mathematics grades 3-9, and 9-12 Alt).
- b. 17.1% of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment (Reading and Mathematics) with no accommodations (percent = 19,122 divided by 111,991 times 100) represents a decrease of 1.4% from the previous year.
- c. 47.5% of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment (Reading and Mathematics) with accommodations (percent = 53,241 divided by 111,991 times 100); an increase of 5.7% from the previous year.
- d. 0% of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment (Reading and Mathematics) against grade level standards (percent = 0 divided by 111,991 times 100).

Note: Tennessee does not currently offer an alternate assessment against grade level standards.

- e. 8.6% Total number of children with IEPs in grades assessed who are proficient or above as Measured by the alternate assessment (Reading and Mathematics) against alternate achievement standards (percent = 9676 divided by 111,991 times 100); an increase of 1.2% from the previous year.

At the bottom of each table is shown data regarding the number of students who were absent for State-mandated assessments, granted medical exemptions, found not invalid, assessed with an out of level test, and took an ELL/R. Grades 11 and 12 medical exemptions are not included, but totaled 3 additional students.

Discussion of Data:

Actual Data for 2007-2008:

- A. 2007-2008: Twenty-six (56.52% - increase) of 46 school districts met the minimum n size for disability subgroup in all areas measured, whereas 20 (43.47% - decrease) of 46 school districts did not meet AYP for SWD subgroup
- B. The participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards of 99.1% met and exceeded NCLB requirements of 95% student participation in Reading and Mathematics. Tennessee used actual counts of all students who were and were not assessed in school year 2007-2008, which allows for an accurate percentage of students with IEPs to report their results.
- C. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments was 79% of SWD with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Reading Assessments; a 1% increase from last year's score. Tennessee used actual counts of all students who were and were not assessed in FY07, which allows for an accurate percentage of students with IEPs "Proficient or Above" when reporting assessment results.
- D. The percent of children with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments was 67.4% of SWD with IEPs scoring "Proficient or Above" against grade level standards and alternate achievement standards on statewide Mathematics Assessments, which met and exceeded the 65.2% target and represents a 9% increase from last year's score. Tennessee used actual counts of all students who were and were not assessed in FFY07, which allows for an accurate percentage of students with IEPs "Proficient or Above" when reporting assessment results.

Tennessee Part B APR FFY07

Response to FFY06 OSEP Table Comments:

OSEP's response to 3B: "In its FFY 2007 APR, due February 1, 2009, the State must reexamine its data and revise its explanation as to the reasons why the State's participation data exceeded 100%".

This year Tennessee decided to utilize actual student assessment counts instead of previously used practices. (Previous practices included using a separate December 1st count along with actual assessment counts and trying to align these two different data sets. This caused last year's >100% participation rate data. FFY07 calculations are based on Tennessee's current assessment administration and accountability procedures. Tennessee realizes that a small percentage--less than 1% of all students--may be unaccounted for, but much of that percentage may be accounted for through rounding errors. However, ongoing State monitoring and support of student data and disseminating information to the school districts on student data collection and accountability issues will assist in closing the <1% gap. Thus, Tennessee is confident that all students with IEPs are accounted for and allowed an opportunity to participate in the TCAP Achievement Assessments, Gateway Assessments, or TCAP-Alt Portfolio Assessments and these data will not exceed 100%.

OSEP's response to 3C: "In its FFY 2007 APR, due February 1, 2009, the State must reexamine its data and ensure that its proficiency rate is accurately reported for this indicator".

As mentioned in B above this year actual student assessment counts were used. Using these actual assessment counts provided more accurate calculations for both participation and proficiency. Proficiency rates are calculated by using the actual student assessment totals supplied by Tennessee's Division of Assessment, Evaluation, and Research who collect, study, report, house, and store all student assessment records. Tennessee chose to use these data based on their validity and reliability for all student proficiency calculations. Thus, Tennessee is confident that all student proficiency rates reported for FFY07 are accurate and represent a true reflection of this indicator.

The change in Tennessee's data reporting follows a 5 year effort in improving student data reporting and accountability across the state through implementing and supporting data collection programs (i.e., EasyIEP, EasyCensus, STAR Student, Educational Information System). All school districts in Tennessee are using EasyIEP for student data recording and transference of these records to and from districts. These data collection and reporting programs have improved the quality and accuracy of student data and accountability in Tennessee.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-2008:

The State is currently in the development stages of a modified assessment to meet the needs of approximately 2% of students with persistent academic disabilities. The modified alternate assessment based on academic achievement standards (AA – MAAS) is currently in development and estimated operational by 2009-2010.

Improvement Activities	Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2007-2008:
Institutionalize the comparison of participation rates and proficiency levels of students with IEPs on TCAP Assessments. Improve student data reporting and collection.	<p>This is now an annual TDOE activity and results are posted on; http://edu.reportcard.state.tn.us/pls/apex/f?p=200:1:3439784438365178::NO</p> <p>This is in development and will become an annual TDOE training activity for FFY08.</p>

Tennessee Part B APR FFY07

<p>TCAP Accommodations Training – specific focus on definitions of accommodations and appropriate use.</p> <p>a) Regional Training b) Posting of Manuals and Training Modules on the Web c) Conference Calls related to SPED and Assessment Issues</p>	<p>Several methods were utilized in accomplishing a), b), and c), which encompassed the entire school year and are as follows:</p> <p>2007-2008: Ongoing and Continuing, a) regional and statewide trainings, b) posting appropriate materials and training modules on the State assessment web site, and c) conference calls for clarification and training purposes.</p> <p>http://www.tennessee.gov/education/speced/seassessment.shtml http://www.state.tn.us/education/speced/TCAPAssessmentArch.shtml</p> <p>TCAP accommodation training: See Indicator 1, 5.</p> <p>Progress made. Continue activity.</p>
<p>Provide Training regarding RTI – systematic instruction to determine need for special education services vs. need for better programming.</p>	<p>2007 - 2008: Please refer to Indicator 2, 5, and 9 #6 in the improvement activities for further information.</p> <p>Progress made. Continue activity.</p>
<p>Provide awareness training on TN's new high school End of Course assessments and the impact on SWDs.</p>	<p>Statewide training from the TN DOE Divisions of Curriculum and Instruction, Assessment, and Special Education.</p> <p>Activity completed.</p>
<p>Share effective programming strategies for increased proficiency rates on TCAP, TCAP-Alt, and Gateway.</p>	<p>TCAP, TCAP-Alt PA, Gateway, End of Course Assessment Information on State website: http://www.state.tn.us/education/speced/seassessment.shtml#TCAP (More information in Indicators 1 and 5.)</p> <p>Progress made. Continue activity.</p>
<p>Share information gained from research through regional trainings and training modules posted on the Web.</p>	<p>Collaboration with several universities across the State through specified projects provide training/workshops/in service/and conferences addressing empirical evidence on accommodations, assessment, data collection and reporting, and student achievement. Some of these projects include EdExcellence through the University of Tennessee at Knoxville, Project RISE through the University of Memphis, and the IRIS Center for Faculty Enhancement through Peabody College at Vanderbilt University.</p> <p>Progress made. Continue activity.</p>
<p>Alternate Assessment Training including education regarding NCLB and IDEA testing requirements a) Regional training b) Update and posting of manuals and training modules on State web-site c). TCAP-Alt conference calls for LEAs</p>	<p>Several methods were utilized in accomplishing a), b), and c), which encompassed the entire school year and are as follows:</p> <p>a) and c) Yearly TCAP-Alt PA Manual training via multiple webcasts, telephone conference calls, TCAP-Alt PA anchor-setting meeting for establishing scoring consistency, training materials made available to school systems in compact disc format.</p> <p>b) TCAP-Alt PA Manual Updated and posted to state website - Ongoing http://www.tennessee.gov/education/speced/doc/81007TCAPAltTeachMan.pdf</p> <p>TN DOE Alternate Assessment website: http://www.state.tn.us/education/speced/seassessment.shtml</p> <p>Progress made. Continue activity.</p>

Tennessee Part B APR FFY07

Develop a Modified Alternate Assessment	<p>Following the most recent publication and release of the Office of Special Education Program's (OSEP)'s Federal Register in April 2008, Tennessee is following guidelines to develop an Alternate Assessment based on Modified Academic Achievement Standards (AA – MAAS) for approximately 2% of the students with disabilities who are persistently non-proficient academically as measured by the standard statewide assessment TCAP. Tennessee is a member of an assessment consortium consisting of 5 states who through a GSEG Grant from OSEP and with the National Center on Educational Outcomes' (NCEO) guidance are aggressively conducting research and gathering data for identification of the 2% student and development of an AA-MAAS.</p> <p>Progress made. Continue activity.</p>
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Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: FAPE in the LRE

INDICATOR 4 – SUSPENSION/EXPULSION: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

<p>Measurement:</p> <p>A. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year) divided by the (# of districts in the State)] times 100.</p> <p>B. Percent = [(# of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity) divided by the (# of districts in the State)] times 100.</p> <p>Include State's definition of "significant discrepancy."</p>	<p>A. 38 LEAs with significant discrepancy were divided by 136 LEAs statewide.</p> <p>38 / 136 = 28%</p> <p>B. NA</p>
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FFY 07	Measurable and Rigorous Target*
<p>2007 (2007-2008)</p>	<p>A. The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 3.5%.</p> <p>B. NA for FFY 07</p>

NOTE: TN defines "significant discrepancy" as a measure of 1% or greater and is reported for all LEAs in the State. This measure is defined as 1% or more of an LEAs students with disabilities have been suspended over 10 days.

Tennessee Part B APR FFY07

Actual Target Data for 2007-2008:

38 of 136 LEAs were identified as having a significant discrepancy in the number of students with disabilities suspended or expelled for more than ten school days.

Discussion of Target Data for 2007-2008

Data collected during 2007-08 show that 28% (38) LEAs in Tennessee had a significant discrepancy in the suspension/expulsion rates of students with disabilities, compared to 26% (36) LEAs the previous year. The FFY07 target of reducing this percentage by 3.5% was not met.

Local Letters of Determination were sent to these and all LEAs reporting their determination status. Based on a particular status, corrective action plans for improvement were written which included review of local policies, procedures, and practices.

In response to FFY06 OSEP Table Comments:

In reporting on this indicator in the FFY 2007 APR, due February 1, 2009, the State must describe the results of the State's examination of data from FFY 2007 (2007-2008). In addition, the State must describe the review, and if appropriate, revision, of policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA for the specific LEAs identified with significant discrepancies in FFY 2006.

The results of TDOE's examination of data for FFY07 are discussed in the section entitled "Discussion of Target Data" above.

The review of policies, procedures and practices by those LEAs identified with findings of non-compliance, as well as all other LEAs in the State, was accomplished through the procedure outlined in the first improvement activity below. Additionally, all LEAs were notified through a "local letter of determination" of requirements they must comply with, if any, based on their determination status. These determinations and the ensuing requirements may have resulted in changes in policy, practice, and procedures locally.*

The requirements for LEAs with findings of non-compliance included mandatory participation in a webinar on data entry of suspension/discipline data. This area was selected as a result of TDOE's belief that LEA findings are often due to inaccurate data entry at the district level. Additionally, submission of documentation of involvement in other discipline related in-service trainings was required.

Findings of Non compliance (see B-15 worksheet)

There were 2 findings of non-compliance related to indicator # 4. All findings not corrected within one year of identification (1 of 2 or 50%) were subsequently corrected within a maximum of two weeks of the one year anniversary date of their identification. Correction of findings were validated through onsite record review and other documentation. Additionally, LEAs were required to plan and/or attend specific trainings relative to findings. There was no continued lack of non-compliance in any instance and the State was not required to pursue any enforcement actions.

Note: The "late" corrections of noncompliance were due to the TDOE staff not getting to all locations to verify the correction of noncompliance within one year. TDOE found that the correction of noncompliance had occurred within one year. Had the TDOE verification visit not been delayed, all findings would have been corrected within one year. TDOE has revised its notification and verification schedule to ensure timeliness of correction of future findings.

Tennessee Part B APR FFY07

B. Not Required for FFY07

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07
Review LEA policies, procedures, and practices to ensure compliance with IDEA, including development and implementation of IEPs, use of behavioral interventions, procedural safeguards, and correct use of Federal definition of 'suspension' for data collection.	<p>Per assurance statements provided by all school district's annually in the <i>Comprehensive Application for Special Education Services</i> and the <i>End of Year Data Report</i>. This is also addressed through Local Letters of Determination.</p> <p>Incorporated as policy. Discontinue as improvement activity.</p>
Review the distribution of policies and procedures related to discipline to all school-based staff involved in the disciplinary process, including parents.	<p>Discipline procedures are distributed to parents and staff at the beginning of every school year as required by State wide mandate.</p> <p>Progress made/continue activity.</p>
Training in positive behavior supports, Functional Behavior Assessments, and effective use of Behavior Intervention Plans to all staff.	<p>Five regional contracts for Positive Behavior Supports continue from the previous school year and provide training to district staff on a continual basis.</p> <p>The Division continues to contract with five universities to provide on-going training to LEA's in the area of Positive Behavior Support statewide. Examples of training provided include, but are not limited to, Functional Behavior Analysis, Behavior Intervention Plans, and School Wide Positive Behavior Support. In addition, the staff from these projects will provide individualized training based on the unique needs of each district, teacher, and student. These contracts are in place for the 2008-2009 school year as well.</p> <p>Progress made/continue activity.</p>
Improve recording and reporting of suspension data, including the breakout of age levels at which suspension occurs (i.e., Pre-K-K, grades 1-4, 5-8, 9-12).	<p>For 2006-07 the state wide special education data collection system was enhanced through the addition of a "discipline tab" designed to more accurately collect and categorize student level discipline information for input to the End of Year Report - Table 5. All discipline data was recorded and reported through this system instead of the through the state's general education data collection system. The process remained the same for 2007-08; however responsibility for discipline data entry will shift to general education during the 2008-09 school year.</p> <p>Progress made/discontinue activity.</p>

Tennessee Part B APR FFY07

All LEAs in the state with a discrepancy rate above 1% will be required to address TDOE requirements for lowering this rate. Follow up will be conducted for reviewing rates and their changes.	This activity completed through the "local letters of determination" process in the spring/summer of 08. Progress made. Continue activity.
All LEAs in the state with a discrepancy rate between .5 % and 1% (i.e. at risk) will be required to submit evidence of trainings or other local efforts to impact student behavior positively.	This activity completed through the "local letters of determination" process in the spring/summer of 08. Progress made. Continue activity.
<i>Measurable and Rigorous Targets</i> for FFY06, 07, 08, 09 and 10 will be revised to state, "The percent of LEAs having a significant discrepancy in the rates of suspension/expulsion will be reduced by 4.5%, 3.5%, 2.5%, 1.5% and 1%.	Targets were revised and are recorded in the SPP beginning with FFY06. Progress made/discontinue activity.
Training in school-wide positive behavior supports and effective use of Behavior Intervention Plans to all staff.	NA for 2007-08 per OSEP directive to omit this portion of the indicator. Discontinue activity.
Training in use of class-wide positive behavior supports for individual students, to interface with school-wide supports.	NA for 2007-08 per OSEP directive to omit this portion of the indicator. Discontinue activity.
Training in use of behavioral interventions.	NA for 2007-08 per OSEP directive to omit this portion of the indicator. Discontinue activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Activities	Timeline	Resources
NONE AT THIS TIME		

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: FAPE in the LRE

INDICATOR 5 – LRE PLACEMENT: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Targets
2007 (2007-2008)	<ul style="list-style-type: none"> A. Increase to 54% the number of eligible students served inside the regular class 80% or more of the school day (i.e. removed less than 21% of the day). B. Decrease to 14% the number of eligible students served inside the regular class less than 40% of the school day (i.e. outside the regular class greater than 60%). C. Maintain a rate at or below the National average, as reported by the National Monitoring Center.

Actual Target Data for 2007-2008:

- A. Removed from regular class less than 21% of the day:

Children removed from regular class less than 21% of the day 80%	Total number of children with disabilities	Percentage
61,160	108,617	56.31%

Tennessee Part B APR FFY07

B. Removed from regular class greater than 60% of the day

Children removed from regular class greater than 60% of the day	Total Number of Children with Disabilities	Percentage
14,688	108,617	13.52%

C. Children served in separate programs

Children in Separate Programs*	Total # of Children with Disabilities	Percentage
2,152	108,617	1.98%

*Combined Separate Facilities includes separate public/private schools, public/private residential and homebound/hospital.

Source: Data from Table 3 of the December 1, 2007 Federal Census Report. Percent of children with IEPs age 6 - 21.

Discussion of Target Data FFY07 2007-2008

The data for the 2007-2008 school year was obtained from Table 3 of the December 1, 2007 Federal Census Report. Data reflect that 56.31% of children with IEPs were removed from Regular Class less than 21% of the day in comparison to 63.43% last school year. The state target of 54% has been met and exceeded. Data also reflects that 13.52% of children with IEPs are Removed from Regular Class greater than 60% of the day in comparison to 10.89% last school year. The state target of 14% has been met. Children served in combined separate programs, which includes separate public/private schools, public/private residential schools and homebound/hospital placements comprise 1.98% of children served. This compares to 1.76% last school year. This falls well below the National Baseline of 4.0%, and the state target has been met.

Of the 136 school districts in the State, 135 are now writing students' IEPs using the state-wide special education student IEP writer and data system. The largest district in the state with 10% of the special education population began using this system in FFY07. This IEP writer provides LRE validations based on time in general education classes and assists the end user to correctly code LRE placements. With these actions, users provided TDOE much more accurate data on educational placements.

Findings of Non compliance (see B-15 worksheet)

There were 13 findings of non-compliance related to indicator # 5. All findings not corrected within one year of identification (7 of 13 or 54%) were subsequently corrected within a maximum of two weeks of the one year anniversary date of their identification. Correction of findings were validated through onsite record review and other documentation. Additionally, LEAs were required to plan and/or attend specific trainings relative to findings. There was no continued lack of non-compliance in any instance and the State was not required to pursue any enforcement actions.

Note: The "late" corrections of noncompliance were due to the TDOE staff not getting to all locations to verify the correction of noncompliance within one year. TDOE found that the correction of noncompliance had occurred within one year. Had the TDOE verification visit not been delayed, all findings would have been corrected within one year. TDOE has revised its notification and verification schedule to ensure timeliness of correction of future findings.

Tennessee Part B APR FFY07

Findings of Non compliance identified as "Other" Private and Incarcerated Youth Facilities
(see B-15 worksheet)

There were 24 findings of non-compliance which related to indicator # 5 either directly or indirectly. All findings were corrected within one year of identification (24 of 24 or 100%).

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07
In-Service/Training concerning modifications and accommodations in the general classroom for all teachers.	<p>There were several indicator associated initiatives within TDOE for FFY07. These included.</p> <ul style="list-style-type: none"> ▪ Closing The Achievement Gap ▪ Gateway Institutes ▪ Differentiated Instruction ▪ Student Accommodations and Modifications Workshops ▪ DIBELS Training ▪ Reading First Initiative In-service ▪ SIG Institute ▪ Voluntary Pre-K Implementation Workshops ▪ Positive Behavior Support Grants ▪ After-School Initiatives ▪ Intervention Teams Working with Targeted Schools ▪ The TN-AT Initiative ▪ New state standards being developed ▪ Paraeducator Trainings ▪ Inclusion Trainings <p>Progress made. Continue activities.</p>
Award contracts to LEAs for model demonstration sites using inclusionary methods.	<p>Fifteen LEAs, compared to seven the previous year, were awarded grants in the amount of \$815,090. This is an increase of \$339,338 from the previous year. LEAs awarded grant funds in past years are continuing their inclusive practices.</p> <p>Progress made. Continue activity..</p>
Publicly recognize LEAs / individual schools by TDOE who have exemplary inclusion programs.	<p>During the spring of 2007 several schools were publicly recognized by TDOE for exemplary programs. These included: five schools for inclusion, two for positive behavior supports/inclusion, and one for high school transition/inclusion.</p> <p>Progress made. Continue activities.</p>
Continue to fund EdExcellence and RISE to work with LEAs, children and parents in the least restrictive environment.	<p>Both agencies were funded at the previous year's level. Rise serves one-third of the state and EdExcellence serves approximately two-thirds of the state. Activities included:</p> <ul style="list-style-type: none"> • Differentiated Instruction • Positive Behavior Supports • Co-Teaching/Inclusive Setting

	<ul style="list-style-type: none"> • Reading Intervention • Accommodations / Modifications in the general classroom • Instructional Programming – Autism • RTI Training • Transition from school to post school life • Work-based learning trainings <p><u>Rise</u></p> <p>The Restructuring for Inclusion School Environments (RISE) Project provided on-site technical assistance to 32 schools within 14 districts in West TN during FFY07. In addition, it provided 20 professional development events (i.e., workshops, inservices, conference presentations) during FFY07. The grant also hosted the 11th annual Beyond Access Inclusion Conference that had 386 participants.</p> <p><u>EdExcellence</u></p> <p>Professional development project funded by the TDOE and managed out of the University of TN – Serves East and Middle TN Partnerships with 20 LEAs</p> <p>FFY07 In-service training provided for paraprofessionals on the topic of “behavior” in both East and Middle Tennessee with 85 paraeducators.</p> <p>FFY07 provided ongoing professional development to educators from a total of 23 schools from 12 school districts.</p> <p>Supported:</p> <p>(a) an 11-member district level, school-wide positive behavior support (SWPBS) team,</p> <p>(b) a SWPBS coach,</p> <p>(c) both directly and indirectly, 15 schools from Hawkins County, and</p> <p>(d) a team of 10 school psychologists from Davidson County, focusing on acquiring SWPBS “coaching” skills.</p> <p>Supported 373 school-related personnel through 159 site visits totaling 341 hours, including those to establish PD plans and follow along contacts to each team/teacher. (Because SWPBS affects the entire school, EdExcellence is impacting a total of 14,233 students and 1,640 faculty and staff from the 26 schools receiving TA in SWPBS)</p> <p>Ten (10) training events (primarily research-validated inclusive practices and SWPBS) for a total of 3.88 days and 23.25 hours to a total of 441 educators (advertised through a Professional Development (PD) Catalogue.)</p> <p>Sponsored thirteen (13) workshops across 23 days, for 149.5 hours of professional development, to 349 educators. A total of 28 administrators received TASL credit for attending (focus on bridging the gap between research and practice by empowering LEAs/schools/families to implement research-validated educational practices).</p> <p>Three other universities are providing TA for LEAs which involve RTI and PBS. These three universities work with many LEAs to provide one-on-one assistance for teachers and also provide trainings for school staff.</p> <p>Progress made. Continue activities.</p>
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Tennessee Part B APR FFY07

<p>Utilize (December 1, Federal Census Report, Table 3) LEA data to determine which LEAs are supporting inclusionary practices and making improvements.</p> <p>1) A review of settings rates for all LEAs will be conducted.</p> <p>2) LEAs not meeting state targets will be identified.</p> <p>3) Those identified will be required to review policies, procedures and practices for adherence to LRE mandates. Provide assurances or a plan of improvement to the Office of Compliance.</p>	<p>TDOE annually conducts these activities as part of our ongoing general supervision and are not directly applicable to this indicator. They will be continued, however will not be reported on in FFY08.</p> <p>Incorporated as policy. Discontinue as improvement activity.</p>
<p>Offer contracts to LEAs who did not meet AYP where Special Education was a subgroup to utilize scientifically based research practices in order to improve education for Students with Disabilities (SWD).</p>	<p>TDOE has determined this activity is not directly applicable to this indicator. It is addressed in indicator B-3.</p> <p>Activity will be removed for FFY08.</p>
<p>Align with the state's "Closing the Achievement Gap" Initiative to reinforce inclusive practices</p>	<p>TDOE has determined this activity is not directly applicable to this indicator. It is addressed in indicator B-3.</p> <p>Activity will be removed for FFY08.</p>
<p>Develop and continue "Response to Intervention" initiatives</p>	<p>New Standards for LD were approved by the State Board in December of 2007. These Standards were presented through 9 Statewide Trainings for LEAs, State staff, Higher Ed, and Parents. Multiple other trainings included Superintendents, Supervisors, Principals, and Teachers.</p> <p>Special Education officially named A Tri-Leadership of RTI through Special Ed (leading), Teaching and Learning, and Federal Programs</p> <p>A District RTI Action Plan template was designed for LEAs to submit for State Approval.</p> <p>Hardeman County School System was designated as the State RTI Demonstration Model Site and offered Professional Development at the Special Education and LEAD conferences as well as many visiting districts. All Hardeman-developed materials are available on the state website. Plans are to continue training utilizing Hardeman's leadership staff, using the National Center on Response to Intervention technical assistance, and by approving more district RTI plans.</p> <p>TN SIG Grant coordinated with 20 additional districts in all three regions to provide professional development on multi tiered instruction for reading/literacy as indicated below:</p> <p>Education consultants provided Professional Development to 30+</p>

Tennessee Part B APR FFY07

	<p>schools in the area of differentiated instruction, best practices in reading/literacy and Response to Intervention implementation. Targeted grades were: Pre-K-high school.</p> <p>Hardeman County School was designated and supported as the State RTI Demonstration Site. They received extensive training and now share their knowledge through others' site visits and online materials on the State Website.</p> <p>Completed all 6 IRIS Modules on RTI and Trained 60 people in Districts, Higher Ed, and State Department</p> <p>Completed a "Literacy for All" Special Education and Typically Developing Students, Schools, and Families, DVD to be disseminated in among school districts and accessed online</p> <p>Completed a "RTI: The Story of 3 Tennessee Schools" DVD to be disseminated in among school districts and accessed online</p> <p>Conducted and Found significant improvement in an Experimental Design of Literacy Professional Development Delivery in 10 SIG Preschools (treatment group) compared to 10 Non-SIG Preschools (control group)</p> <p>Plans for 08-09 include scaling up the Professional Development to key leaders at the district level in 15 additional schools using a "Train the Trainer" model</p> <p>Plans to continue packaging all SIG PD products so that they are web-site accessible to all TN schools, pre-k through high school</p> <p>Progress made. Continue activity..</p>
SIG Grant Coordinating with Reading 1st Schools to provide professional development on multi tiered instruction for reading/literacy	<p><i>Reading First</i> schools and non <i>Reading First</i> schools provided professional development on differentiated instruction, best practices in reading/literacy, and Response to Intervention implementation</p> <p>TN SIG education consultants provided professional development in the area of differentiated instruction, best practices in reading/literacy and RTI implementation. . Targeted grades were Pre K-8, and some high schools.</p> <p>Progress made. Continue activity.</p>
Voluntary Pre-K Legislation (May, 2005) which provides Pre-K programs for at-risk students focuses on natural environments and prepares LEAs to continue emphasis on LRE at age 6.	<p>During FFY07, the education budget for the Voluntary Pre-K program was 80 million dollars. There are 934 classrooms serving more than 17,308 children.</p> <p>Progress made. Continue activity.</p>
State Special Schools to provide programs and services to LEAs to promote best practices for inclusionary classrooms through statewide workshops and outreach services.	<p>The School for the Blind provides an evaluation and preschool diagnosis program for parents of children with severe vision loss and multiple disabilities. The evaluation is completed on the student and the school speaks with the parents on how to better the inclusion process in the regular classroom setting. An enrichment program is offered to approximately 60 students in the summer for training of orientation and mobility, daily living skills and use of adaptive technology to enable the students to remain in an inclusive classroom. A statewide outreach program that supports over 100 students in order for vision students to remain in the regular classroom.</p>

Tennessee Part B APR FFY07

	<p>The School for the Deaf sponsor parent support groups in 8 cities though out the state of TN. The school sponsors a state-wide workshop for inclusion teachers on best practices. An annual workshop is held for director of schools, principals, and supervisors on best practices for an inclusionary classroom. A state-wide and regional program is held for education interpreters in the inclusionary classroom. An assessment of skills of the educational interpreter is also done.</p> <p>Progress made. Continue activity.</p>
Award AT grants to LEAs and IHEs for establishing model sites	<p>TDOE has determined this activity is not directly applicable to this indicator.</p> <p>Activity will be removed for FFY08.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Section A in the FFY07:

Activities	Timeline	Resources
NONE AT THIS TIME		

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: FAPE in the LRE

INDICATOR 6 – PRESCHOOL SETTINGS: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	Targets are not required for the FFY07 reporting period

Overview of Issue/Description of System or Process:

Based on OSEP directive TN will not report on this indicator for FFY07

Actual Target Data for 2007-08

Not required for FFY07

Discussion of Target Data for 200708:

Not required for FFY07

Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07

Not required for FFY07

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY07
<p>Individual LEA analysis will identify specific LEAs not meeting the state target of FAPE in LRE so that:</p> <p>Immediate TA to LEAs may be planned</p> <p>In-service/training concerning modifications in the regular classroom for all students will be initiated</p>	<p>These activities not discussed per OSEP directive that no reporting required for FFY07.</p>

Tennessee Part B APR FFY07

<p>Improvement plans may be written and monitored</p> <p>LEAs meeting the target may be recognized at the annual State Special Education Supervisors' Conference</p> <p>East, West, and Middle TN Preschool Consultants will provide training with the Special Education Office of Monitoring and Compliance to explain "federally-defined" settings.</p>	
<p>Collaboration with the 2005 Tennessee lottery-funded Voluntary PreK classrooms initiated Fall 05 in order to increase integration of children with disabilities with typically developing peers.</p> <p>Request regularly scheduled meetings with the TDOE Gen Ed Office of Early Learning and the Sp Ed Office of Early Childhood Preschool Department</p> <p>TDOE Gen Ed Office of Early Learning will be invited to all Sp Ed early childhood initiatives and meetings</p> <p>TA provided by Sp Ed Preschool Consultants with Gen Ed Early Learning Consultants as needed</p> <p>Sp Ed Preschool representative will serve on the Gen Ed Voluntary Pre-K Advisory Council</p>	
<p>Collaboration between TN SIG Early Childhood grantees with TDOE preschool consultants to encourage integration of children with disabilities with typically developing peers in SIG preschools and "feeder" preschools. Face to face meeting during the TN Sp Ed Fall and Spring Staff Retreats</p> <p>Joint visits/trainings/TA when appropriate</p>	
<p>Collaborate with Head Start, Title I, and other 3 STAR/Nationally accredited community child care centers to increase inclusionary practices. Initiate and establish relationships with agencies; document through monthly activity logs</p> <p>Provide training/TA as requested and needed.</p>	
<p>Data verification to include:</p> <ul style="list-style-type: none"> • Training on data collection and data entry • Regular report tracking • Formal verification of data • Ongoing communication between state and locate LEAs • LEA training on TEIDS data system • Site visits as needed 	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Proposed Targets	Improvement Activities	Timelines	Resources
NONE AT THIS TIME			

Part B State Annual Performance Report (APR) for FFY07

Overview of the Annual Performance Report Development:

Since this is a new indicator, *initial information has been placed in the State Performance Plan (SPP)*.

Monitoring Priority: FAPE in the LRE

INDICATOR 7 – PRESCHOOL SKILLS: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Positive social-emotional skills (including social relationships):
 - a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):
 - a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

Tennessee Part B APR FFY07

divided by the (# of preschool children with IEPs assessed)) times 100.	
c.	Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)) times 100.
d.	Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.
e.	Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.
If a + b + c + d + e does not sum to 100%, explain the difference.	
C. Use of appropriate behaviors to meet their needs:	
a.	Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)) times 100.
b.	Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.
c.	Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)) times 100.
d.	Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.
e.	Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)) times 100.
If a + b + c + d + e does not sum to 100%, explain the difference.	

FFY	Measurable and Rigorous Target
2007 (2007-2008)	See SPP template

Overview of Issue/Description of System or Process: See SPP for indicator #7 report.

Baseline Data for FFY07: See SPP

Discussion of Baseline Data for FFY 2007: See SPP

Tennessee Part B APR FFY07

Improvement Activities	Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Activities	Timeline	Resources

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: FAPE in the LRE

INDICATOR 8 – PARENT INVOLVEMENT: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

10,311 parents report schools facilitate parent involvement / total parent surveyed 10,630 = 97.0%

FFY	Measurable and Rigorous Target
2007 (2007-2008)	The percentage of parents reporting that the schools facilitated their involvement as a means of improving services and results for children with disabilities will be at least 93%

Actual Target Data for 2007-08:

During FFY07 school year, the Parent Involvement Survey (attached) was sent to all parents of students with disabilities ages 3 through 21 in the 30 LEAs monitored that year by the Division of Special Education. (All LEAs are selected for monitoring over a 4-year cycle by a means described in the 2005-2010 SPP, indicator # 8.) The State's three largest LEAs complete this survey annually. In FFY07 40,139 were distributed by the selected LEAs to parents. In almost all cases surveys were mailed. There were 11,334 surveys returned with some usable data for a response rate of 28.2% (11,334 /40,139).

The surveys were administered locally and entered at each district. Summary data were sent to TDOE for analysis. Parents had the option of not completing any question. Item one on the survey queried parents regarding schools facilitation of parent involvement. Of the 10,630 parents responding to item one, 10,311 (97%) agreed with the item (10,311/10,630).

Discussion of Target Data for 2007-08:

Aggregate respondent data from LEAs were summed and found to have respondent representation from: a) five of six locale types, b) three grand divisions of the state, c) poverty level average of approximately 18%, and d) the three major ethnic groups in the state. The state considers 97% agreement to be a clear indication that schools are involving parents as a means of improving services and results for children with disabilities.

Tennessee Part B APR FFY07

Further analysis across all items showed that the percent agreement across all items answered was 93.47%. That is, 236,106 of the parent responses across all items answered (252,603) were in agreement.

Response to FFY06 OSEP Table Comments:

OSEP requested TN respond to the following within the FFY07 APR:

In the FFY 2007 APR, due February 1, 2009, the State must continue to address the representativeness of its response group.

The revised LEA 4-year cyclical sampling plan (submitted in FFY06 APR) was approved. However, in FFY07 many parent respondents failed to report key demographic data about their child. Specifically, 17% of parents failed to report their child's race/ethnicity and gender. Moreover, 28% of respondents did not report the child's primary disability. Upon review of the large proportion of missing demographic data TDOE data staff and consultant concluded it was not be possible to accurately calculate the representativeness of the respondent group.

For FFY07 parent survey data were collected by local LEAs. Despite the assistance provided by the TDOE, local survey administration procedures varied across LEAs. Therefore for FFY08, the TDOE has established a contract with a state university system to collect indicator 8 parent survey data. The new processes of having the university collect individual record data, associate records with the TDOE demographics about the child, the use of validation checks, web surveys, follow up mailings, etc. will provide all the data necessary for calculating respondent group representativeness on the FFY08 data. (See below.)

Response to OSEP Jan 15, 2009 Letter (Plan to collect B-8 data)

OSEP requested the following in its letter to TDOE regarding OSEP's verification visit during the week of September 22, 2008:

With the FFY 2007 APR, due February 2, 2009, the State must provide under Indicator 8 its plan to collect valid and reliable data for this indicator beginning in the FFY 2008 APR, due February 1, 2010.

As mentioned above TDOE has contracted with East Tennessee State University (ETSU) for the collection of parent survey data. This was done primarily to a) improve the survey administration burden that previously given to districts and b) standardize the data administration to improve data validity and timeliness. The contract with ETSU was finalized and began in fall of 2008.

ETSU has both the resources and experience to administer the Part B survey. ETSU has been successfully administering the IDEA Part C Parent Survey for the TDOE for a number of years. ETSU has met with and is working closely with TDOE data staff and TDOE data consultant to administer the Part B Parent Survey so valid and reliable data will be collected for FFY08. Established plans include:

1. Modify the existing survey instrument to a scaled item response format instead of the dichotomous agree/disagree response format. Further modify and remove the previous "no comment" option for all items.
2. Collect and enter data at the individual respondent level. (Previously districts tallied responses at the item level then forwarded the anonymous aggregate results to TDOE. This did not allow for in depth analysis. Moreover, large amounts of data were missing.)
3. Remove parent questions associated with respondent child's demographics. ETSU work directly with TDOE data staff to identify specific respondent demographic data (e.g., gender, race/ethnicity, disability) from the TDOE student level database.
4. ETSU work directly with TDOE data staff to access and use current parent contact information.

Tennessee Part B APR FFY07

5. ETSU design web survey in both English and Spanish. Parents access the web survey via secure server and unique password distributed to parents via initial mailing.
6. ETSU develop paper survey in both English and Spanish. Paper survey mailed first class to parents who have not yet responded to web survey.
7. ETSU send reminder mailings to parents after predetermined period without response.
8. ETSU administer census to all small and medium size districts based on the 4-year cyclical monitoring mode. All three large (>50,000) districts will be included every year.
9. ETSU and TDOE staff establish data entry business rules (e.g., paper survey multiple responses to same question).
10. ETSU train data entry personnel.
11. ETSU combine web and paper survey results into a single data file.
12. ETSU use National Post School Outcomes Center calculator to calculate respondent group representativeness.
13. ETSU provide TDOE annual report with calculations including:
 - a. % of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities
 - b. Item level analysis (n , mean, standard deviation, % respondent agreement)
 - c. Item rank order
 - d. Other analyses as agreed

Based on ETSU's previous successful survey work for the TDOE and the Part B survey work already accomplished on this contract (survey updated, draft web site created, pre administration processes in place) TDOE is confident of FFY08 parent survey administration improvement. Additionally, the burden of the parent survey will be removed from the local districts allowing them to better focus on the needs of their students with disabilities.

Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07

Improvement Activities	Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07
Complete the parent survey sample in LEAs being monitored in 07-08 and In school years thereafter as well as the 3 LEAs with Average Daily Membership (ADM) over 50,000	Completed in 2007-08. High positive response rate. Incorporated as policy. Discontinue as improvement activity.
Require LEAs to develop an improvement plan as needed based on survey results. This plan should facilitate increased parent involvement in educational programs for children and could include training, general information, home learning activities, etc. using some tool such as a newsletter.	LEAs developed and submitted improvement plans based on survey results. Progress made/continue activity.
Select LEA parent survey participants sample by a technically sound sampling plan which yields valid and reliable data.	The National Post School Outcomes Center sampling calculator was utilized to cyclical sample of LEAs for survey participation. Incorporated as policy. Discontinue as improvement activity.

Tennessee Part B APR FFY07

Provide criteria for LEA use in interpretation of survey results for generating local improvement plans	A "model" improvement plan was sent to LEAs by TDOE to provide guidance in generating local improvement plans. Progress made. Continue activity.
LEA's required to complete improvement activities will submit documentation of completion of those activities to TDOE.	Documentation will be submitted in the 2008-09 School year. Progress made. Continue activity.
<p>Data improvement activities:</p> <p>TDOE will select a calculation that will allow generating the percent of respondent parents who report that schools facilitated their involvement as a means of improving services and results for children with disabilities. For example: # of parent surveys with majority of survey items marked "agree" divided by # of parent surveys returned.</p> <p>TN will work with LEAs that are selected as part of the indicator 8 sample to correctly provide the data necessary for TDOE to generate the percent of respondents who report that schools facilitate parental involvement as a means of improving services for children with disabilities.</p> <p>TN will work with selected LEAs to correctly provide the data necessary for TDOE to determine the responsiveness of the sample using the NPSO Response Calculator or similar statistic.</p> <p>TN will revise the LEA summary worksheets to clarify the need for timely, accurate, and complete indicator 8 data.</p> <p>TN will follow up with LEAs in a timely fashion when data are missing or other issues arise with local data.</p>	<p>Data were collected at the LEA level then submitted to the TDOE. During analyses, some inconsistency in data completeness was found across LEAs. Specifically, in some LEAs significant amounts of data were missing (non responses) including demographic information. Missing data for some LEAs limited the analysis potential of the data for those LEAs and representativeness calculations for the entire state.. Therefore, for 2008-09 the TDOE entered into a contract with a state university to assure data are collected, cleaned, and reported so as to be maximally useful.</p> <p>Progress made. Continue activity.</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Activities	Timeline	Resources
None at this time		

Tennessee Part B APR FFY07

PARENT SURVEY (FLRE #8)

2007-2008		
School System _____	Date Completed _____	
School _____		
<input type="checkbox"/> Male <input type="checkbox"/> Female		
<u>Child's Race/Ethnicity</u>		
1 <input type="checkbox"/> White	3 <input type="checkbox"/> Hispanic or Latino	5 <input type="checkbox"/> American Indian or Alaskan Native
2 <input type="checkbox"/> Black or African-American	4 <input type="checkbox"/> Asian or Pacific Islander	
<u>Child's Primary Exceptionality/Disability (Check only one)</u>		
1 <input type="checkbox"/> Autism	6 <input type="checkbox"/> Hearing Impairment	11 <input type="checkbox"/> Specific Learning Disability
2 <input type="checkbox"/> Deaf-Blindness Impairment	7 <input type="checkbox"/> Mental Retardation	12 <input type="checkbox"/> Speech or Language
3 <input type="checkbox"/> Deafness	8 <input type="checkbox"/> Multiple Disabilities	13 <input type="checkbox"/> Traumatic Brain Injury
4 <input type="checkbox"/> Developmental Delay Blindness	9 <input type="checkbox"/> Orthopedic Impairment	14 <input type="checkbox"/> Visual Impairment including
5 <input type="checkbox"/> Emotional Disturbance	10 <input type="checkbox"/> Other Health Impairment	
<u>Local Type</u>		
1 <input type="checkbox"/> Rural	3 <input type="checkbox"/> Large town	5 <input type="checkbox"/> Urban Mid-Size City
2 <input type="checkbox"/> Small town	4 <input type="checkbox"/> Urban Large City	

PARENTS: This is a survey for parents of students receiving special education. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select disagree or agree. You may skip any item that you feel does not apply to you or your child.

School's Efforts to Partner with Parents	No Comment	Agree	Disagree
*1. The school system encourages parent involvement as a means of improving services and results for children with disabilities.			
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.			
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.			
4. My Child's evaluation report is written in terms I understand.			
5. Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).			
6. The school communicates regularly with me regarding my child's progress on IEP goals.			
7. The school offers parents training about special education issues.			
8. School provides information on agencies that can assist my child in the transition from school.			
9. The school explains what options parents have if they disagree with a decision of the school.			

Tennessee Part B APR FFY07

Quality of Services	No Comment	Agree	Disagree
10. My Child's IEP tells how progress towards goals will be measured.			
11. My child is taught in regular classes, with supports, to the maximum extent appropriate.			
12. Special education teachers make accommodations and modifications are indicated on my child's IEP.			
13. General education teachers' accommodations and modifications are indicated on my child's IEP.			
14. General education teachers' work together to assure that my child's IEP is being implemented.			
15. The principal does everything possible to support appropriate special education services in the school.			
16. The school provides my child with all the services documented on my child's IEP.			
17. The school offers students without disabilities and their families, opportunities to learn about students with disabilities.			
18. The school ensures that after-school and extracurricular activities are accessible to students with disabilities.			

Impact of Special Education Services on Your Family	No Comment	Agree	Disagree
19. Over the past year, special education services have helped me and/or my family to understand how the special education system works.			
20. Over the past year, special education services have helped me and/or my family to understand my child's special needs.			

Parent Participation	No Comment	Agree	Disagree
21. I ask my child to talk about what he or she is learning in school.			
22. I communicate to my child that it is important to do well in school.			
23. I meet with my child's teacher(s) to plan my child's program services.			
24. I participate in school sponsored activities.			
25. I participate in the school's PTA (Parent Teacher Association) or PTO (Parent Teacher Organization).			
26. I attend training session's relation to the needs of children with disabilities and their families.			

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Disproportionality

INDICATOR 9 – DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	The percent of school districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification in FFY07 will be 0%.

Definition of "Disproportionate Representation"

To identify disproportionate racial/ethnic representation in special education and related services that is the result of inappropriate identification, Tennessee uses Westat's Relative Risk Ratio and Weighted Risk Ratio application. The State has applied its own criteria in applying the weighted and relative risk ratio for this determination. With FFY07 data two separate methodologies were employed for the examination of data for disproportionate over- and underrepresentation to determine if a district has disproportionate representation in special education and related services that is the result of inappropriate identification.

Overrepresentation in Special Education and Related Services

1. The October 1 Enrollment and December 1 IDEA Child Count were examined for each of Tennessee's 136 school districts.
2. Relative Risk Ratios were generated for each school district and examined for the five federal reporting race/ethnicity student sub-groups of American Indian/Native Alaskan, Asian/Pacific Islander, Black-not Hispanic, Hispanic, and White-not Hispanic.
3. Each school district was examined by each race/ethnicity student sub-group to determine if the district's identification meets the following three criteria:
 - a. Relative Risk Ratio (RRR) of ≥ 3.0 ;

Tennessee Part B APR FFY07

- b. Racial/ethnic group Enrollment of ≥ 50 in the LEA (source: State Report Card); and
 - c. Racial/ethnic group IDEA Child Count of ≥ 10 (source: Dec. 1 Census). The basis of this decision was made from information found in Westat's technical assistance document, *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide*. Child count representations of less than 10 in any race/ethnicity sub-group may not represent significant disproportionate overrepresentation, but rather may be the result of a 'false positive' from chance occurrences in child count (e.g., family groups with siblings who have the same hereditary disability).
4. Districts found to have met the above three criteria were determined to have an overrepresentation of students receiving special education and related services in the race/ethnicity sub-group examined.

Underrepresentation in Special Education and Related Services

1. The October 1 Enrollment and December 1 Child Count were examined for each of Tennessee's 136 school districts.
2. Both Relative Risk Ratios and Weighted Risk Ratios were generated for students receiving special education and related services in each school district and examined for the five federal reporting race/ethnicity categories of: American Indian/Native Alaskan, Asian/Pacific Islander, Black-not Hispanic, Hispanic, and White-not Hispanic.
3. Each school district was examined for the five race/ethnicity student sub-groups to determine if the district's identification of students receiving special education and related services meets the following three criteria:
 - a. both a relative risk ratio (RRR) and a weighted risk ratio (WRR) of .25 or lower;
 - b. student sub-group enrollments by race/ethnicity that are at least 5% of the district's total enrollment; and
 - c. a minimum Child Count of 45 students in the district receiving special education and related services. The n of 45 is the n used for adequate yearly progress (AYP) for student subgroups. It is found in Tennessee's NCLB Accountability Workbook (<http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf>) on page 28 which states: "In calculating AYP for student subgroups, 45 or more students must be included to assure high levels of reliability";
**Note: relative risk ratios and weighted risk ratios were considered invalid when the district enrollment of the racial/ethnic group examined was less than 5% or if the number of students in the examined disability category was < 45 .*
4. Districts found to have met the above three criteria were considered to have disproportionate underrepresentation of students receiving special education and related services.

Actual Target Data for FFY07

In FFY07 the examination of disproportionate representation data resulted in 0 of Tennessee's 136 districts determined to have disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification. This results in zero percent $[(0/136) \times 100 = 0\%]$ of Tennessee's districts identified as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Discussion of Target Data for FFY07

If any districts had been identified as having Disproportionate Overrepresentation and/or Underrepresentation in FFY07, they would have been required to conduct and submit to the SDE a self-assessment of the district's policies, procedures, and practices for identification of children with disabilities as described in the *Tennessee Rubric for the Examination of Practices, Policies and Procedures Self-Assessment* (TnREppp SA) or in the *Disproportionality Underrepresentation Self-Assessment* to determine if the district's disproportionate over- or underrepresentation was the result of inappropriate identification of children in special education and related services. Additionally, if any of these districts had been determined to have disproportionate over- or underrepresentation as the result of inappropriate identification, they would have been required to correct the noncompliance, including revisions of deficient

Tennessee Part B APR FFY07

policies, procedures and practices and to report on these revisions publicly by including the requisite *Disproportionality Plan of Improvement (DispPI)* in the school district's *Tennessee Comprehensive School Performance Plan (TCSPP)*. The self-assessment and improvement plan documents are located on the Special Education web site at <http://tennessee.gov/education/speced/seassessment.shtml#disp>.

Indicator 9: FFY07 District Count of Disproportionate Representation of Students Receiving Special Education and Related Services by Racial/Ethnic Group		
	Over	Under
American Indian	0	0
Asian/Pacific Islander	0	0
Black (not Hispanic)	0	0
Hispanic	0	0
White (not Hispanic)	0	0

In the FFY07 zero (0) districts were identified with disproportionate overrepresentation and zero (0) districts were identified with disproportionate underrepresentation as shown in the table above. As a result, no districts were required to conduct a self-assessment of disproportionality policies, practices, and procedures.

Findings of Non compliance (see B-15 worksheet)

There were 0 findings of non-compliance related to indicator # 9. Some LEAs were found to have disproportionate overrepresentation ratios however none of these were due to inappropriate identification.

Response to FFY06 OSEP Table Comments:

PER DIRECTIVE OF THE OSEP RESPONSE TABLE June 6, 2008

Corrections/Revisions of Data Collection and Analysis: FFY05 APR and FFY06 APR

In order to determine the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services for annual data reviewed for FFY05 and FFY06, the State was required to revisit methods used to determine disproportionate representation that includes both overrepresentation and underrepresentation. The following section describes the processes used to determine if the identified disproportionate representation for FFY05 and FFY06 was the result of inappropriate identification.

Explanation / Process for Revisions to 2007 and 2008 Annual Performance Reports

Tennessee's definition reported in the 2/1/07 and 2/1/08 Annual Performance Reports for the examination of disproportionate representation did not include the examination and analysis of districts identified with disproportionate underrepresentation. In April 2008, OSEP provided Tennessee with a status report where guidance for revisions was provided in which the State was given one week to make revisions to Indicator 9 which stated "...Because there can be situations where underrepresentation occurs in the absence of overrepresentation, a State cannot examine underrepresentation only in the context of overrepresentation." Following this guidance, Tennessee reviewed the data for FFY06 and determined those districts with disproportionate underrepresentation – based only on the review of data. Since the determination of disproportionate representation as the result of inappropriate identification is made through the process of district monitoring, evidence collection, and self-assessment by the review of policies, practices and procedures, a one week time span was inadequate for the determination of 'appropriate identification'. Therefore, revisions included in the final APR submitted to OSEP in April 2008 are not accurate and do not represent Tennessee's disproportionate representation as reported for FFY06. The percent of districts identified with disproportionate representation in the FFY06 APR included: (1) districts identified with disproportionate overrepresentation as determined through the process of self-assessment and monitoring, and (2) districts identified with disproportionate underrepresentation as determined on the basis of data only.

Tennessee Part B APR FFY07

OSEP's April, 2008 guidance also stated "However, these data are not valid and reliable because the State used an incorrect method for calculating underrepresentation of racial and ethnic student groups receiving special education and related services. OSEP could not determine whether there was progress or slippage or whether the State met its target." Subsequent clarification from OSEP of required outcomes for Indicator 9 resulted in significant revisions of data collection and examination as well as the determination of disproportionate representation as the result of inappropriate identification. Since it is unknown whether the calculations for disproportionate over- and underrepresentation in the FFY06 APR represent progress or slippage, the calculations made for both the FFY05 and FFY06 APRs have been revised, recalculated and are reported below.

The revisions made for these calculations incorporate Tennessee's FFY07 definition for determination of disproportionate overrepresentation and underrepresentation:

- Overrepresentation – relative risk ratio equal ≥ 3.00 for students receiving special education and related services; racial/ethnic student sub-group enrollment ≥ 50 ; and an IDEA Child Count ≥ 10 for the racial/ethnic sub-group examined.
- Underrepresentation – both relative and weighted risk ratios ≤ 0.25 for students receiving special education and related services; racial/ethnic student sub-group enrollment $\geq 5\%$ of the district's total enrollment; and a minimum child count of 45 for students receiving special education and related services.

The ratings made for disproportionality self-assessments provided by districts identified with disproportionate overrepresentation in FFY05 and FFY06 have been revisited and rated using guidelines for the FFY07 district self-assessments. This was to determine if any found disproportionate representation was or was not the result of inappropriate identification based on the revised FFY07 model. The *TnREpp SA Reviewer Guidelines* used to reassess FFY05 and FFY06 disproportionate overrepresentation are found at <http://tennessee.gov/education/special/seassessment.shtml#disp>.

Baseline Data for FFY05 (Revisions include districts with underrepresentation)

Indicator 9: FFY05 District Count of Disproportionate Representation of Students Receiving Special Education and Related Services by Racial/Ethnic Group		
	Over	Under
American Indian	0	0
Asian/Pacific Islander	0	0
Black (not Hispanic)	0	0
Hispanic	0	0
White (not Hispanic)	3	0

Discussion of Baseline Data for FFY05 (Revised)

There were no districts identified in FFY05 with underrepresentation. Illustrated in the above table 2, three districts had disproportionate overrepresentation of White students in special education and related services.

Based on the review of district self-assessments, supporting evidence and monitoring results, the three districts identified with disproportionate overrepresentation were found not to be disproportionate according to the scoring guidelines (*TnREpp SA Reviewer Guidelines*).

Following these guidelines it has been determined that zero (0) percent $[(0/136) \times 100]$ of Tennessee's districts with disproportionate representation of racial and ethnic groups in special education and related services were determined to be the result of inappropriate identification in FFY05. All districts were examined based on the over- and underrepresentation criteria used for FFY07.

Actual Target Data for FFY06 (Revisions include districts with underrepresentation)

Indicator 9: FFY06 District Count of Disproportionate Representation of Students Receiving Special Education and Related Services by Racial/Ethnic Group

Tennessee Part B APR FFY07

	Over	Under
American Indian	0	0
Asian/Pacific Islander	0	0
Black (not Hispanic)	0	0
Hispanic	0	0
White (not Hispanic)	0	0

Discussion of Target Data for FFY06 (Revised)

As shown in the table above, there were no districts identified in FFY06 with disproportionate underrepresentation or overrepresentation. This resulted in zero (0) percent $[(0/136) \times 100]$ of Tennessee's districts with disproportionate representation of racial and ethnic groups in special education and related services that were determined the result of inappropriate identification. All districts were examined based on the over- and underrepresentation criteria used for FFY07.

Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07

Improvement Activities	Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07
Expand current guidelines and develop a "best practices" document for the child find, referral and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include: <ul style="list-style-type: none"> child find/screening guidelines, unbiased and culturally-fair assessment practices, and guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability. 	<p>A section was created on the web with current question and answer documents, assessment guidelines, and a power point presentation providing guidance for the assessment and eligibility of English Language Learners for Special Education. Refer to http://state.tn.us/education/speced/seassessment.shtml#ESL under the heading of "English as a Second Language (ESL): Appropriate Identification and Assessment".</p> <p>Progress made. Continue activity.</p>
Continue grant partnership liaison with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.	<p>The State worked with NCCRESt to plan and arrange the State's first Disproportionality Institute. This Institute was planned for June 2008; however, the State was required to cancel the Institute due to State budget restrictions mandated in May 2008.</p> <p>The Disproportionality Core Work Group reviewed and edited a document to be published by NCCRESt entitled "A State Profile of Efforts to Create Culturally Responsive Educational Systems: TENNESSEE". This document has been published on the NCCRESt web site (www.nccrest.org)</p> <p>Progress made. Discontinue activity.</p>
Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services.	<p>Refer to State Improvement Grant web site at http://sig.cls.utk.edu/resources_teacher_pd.html#tsig for listing of on-going instruction for RTI Trainer of the Trainers.</p> <p>Progress made. Continue activity.</p>
Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to	<p>Task force and RTI Oversight Committee collaborated to revise procedures for the identification of students with disabilities. Revised Standards for Specific Learning Disabilities passed State Board of Education Approval on December 19, 2007.</p>

Tennessee Part B APR FFY07

Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities.	Progress made. Discontinue activity.
Develop and disseminate best practice guidelines and tools to school districts to include specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of racial/ethnic groups of students who have been inappropriately disproportionately identified with disabilities.	Exemplary practices, policies and procedures were collected from LEAs' self-assessments from the previous school year (2006-2007) and were posted on the Special Education website at http://tennessee.gov/education/speced/seassessment.shtml#disp/ for use by districts when conducting self-assessments in FFY07. These documents can be found under the heading of 'At Standard' Reviews—Practices, Policies, and Procedures (Exemplary Focus Items) in the "Disproportionality Archives" at this link. Progress made. Continue activity.
Provide technical assistance to districts that have been identified with potential and significant disproportionate representation. Include resources from NCCRESt (National Center for Culturally-Responsive Education Systems) and NIUSI (National Institute for Urban Schools Improvement).	The State provided to school districts with disproportionate representation State and National resources pertinent to decreasing disproportionality. These resources included the internet locations of resources developed by NCCRESt and NIUSI. Progress made. Continue activity.

Revisions, with Justification, to Proposed Targets/Improvement activities/Timelines/Resources for 2008—2009:

Improvement Activities	Timelines	Resources
Complete revisions to the definition and methodology used in the collection of districts' annual enrollment and census data to include multiple data sources and analysis of racial/ethnic student groups receiving special education and related services and the determination of districts with over- and underrepresentation as the result of inappropriate identification.	FFY08	Division of Special Education: Disproportionality Core Workgroup Westat Disproportionality Calculator State Report Card December 1 IDEA Census Child Count OSEP State Contact: Dan Schreier
Support training in School-Wide Positive Behavior Supports (SWPBS) of systematic interventions needed to reduce behavior-related disability identification such as Emotional Disturbance and Other Health Impairment (ADHD).	FFY08 and On-going	Division of Special Education Grant Support for EdExcellence and RISE.

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Disproportionality

INDICATOR 10 – DISPROPORTIONATE REPRESENTATION BY SPECIFIC DISABILITY

CATEGORIES: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	The percent of school districts with disproportionate representation of racial and ethnic groups that is the result of inappropriate identification of students with Autism, Emotional Disturbance, Mental Retardation, Other Health Impairment, Specific Learning Disabilities, and Speech/Language Impairments in the 2007-2008 school year will be 0%.

Definition of "Disproportionate Representation"

To identify disproportionate racial/ethnic representation by disability category, Tennessee uses Westat's Relative Risk Ratio and Weighted Risk Ratio application. The State has applied its own criteria in applying the weighted and relative risk ratio for this determination. With FFY07 data two separate methodologies were employed for the examination of data for disproportionate overrepresentation and disproportionate underrepresentation to determine if a district has disproportionate representation within the six identified high incidence disabilities.

Overrepresentation in a Disability Category

1. The October 1 Enrollment and December 1 IDEA Child Count were examined for each of Tennessee's 136 school districts.
2. For each school district, Relative Risk Ratios were generated for each of the six disability categories and examined for the five federal reporting race/ethnicity student sub-groups of American Indian/Native Alaskan, Asian/Pacific Islander, Black-not Hispanic, Hispanic, and White-not Hispanic.
3. Each target disability for the five student sub-groups was examined by each race/ethnicity sub-group to determine if the district's identification meets the following criteria:
 - a. Relative Risk Ratio (RRR) of ≥ 3.0 ;
 - b. Racial/ethnic group Enrollment of ≥ 50 in the LEA (source: State Report Card); and

Tennessee Part B APR FFY07

- c. Racial/ethnic group IDEA Child Count of ≥ 10 (source: Dec. 1 Census). The basis of this decision was made from information found in Westat's technical assistance document, *Methods for Assessing Racial/Ethnic Disproportionality in Special Education: A Technical Assistance Guide*. Child count representations of less than 10 in any race/ethnicity sub-group, may not represent significant disproportionate overrepresentation, but rather may be the result of a 'false positive' from chance occurrences in child count (e.g., family groups with siblings who have the same hereditary disability).
4. Districts found to have met the above three criteria were determined to have an overrepresentation of students in the disability category and race/ethnicity category examined.

Underrepresentation in a Disability Category

1. The October 1 Enrollment and December 1 Child Count were examined for each of Tennessee's 136 school districts.
2. Both Relative Risk Ratios and Weighted Risk Ratios were generated for each of the six disability categories and examined for the five federal reporting race/ethnicity categories of: American Indian/Native Alaskan, Asian/Pacific Islander, Black-not Hispanic, Hispanic, and White-not Hispanic.
3. Each school district was examined for the five student sub-groups to determine if the district's identification of students in the six high incidence disability categories meets the following three criteria:
 - a. both a relative risk ratio (RRR) and a weighted risk ratio (WRR) of .25 or lower;
 - b. student sub-group enrollments by race/ethnicity that are at least 5% of the district's total enrollment; and
 - c. a minimum Child Count of 45 in the examined disability category. The n of 45 is the n used for adequate yearly progress (AYP) for student subgroups. It is found in Tennessee's NCLB Accountability Workbook (<http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf>) on page 28 which states: "In calculating AYP for student subgroups, 45 or more students must be included to assure high levels of reliability";
**Note: relative risk ratios and weighted risk ratios are considered inconclusive when the district enrollment of the racial/ethnic group examined is less than 5% or if the number of students in the examined disability category is < 45.*
4. Districts found to have met the above three criteria were considered to have disproportionate underrepresentation in the disability category examined.

Actual Target Data for FFY07

In FFY07 the examination of data for disproportionate representation resulted in 21 districts with overrepresentation and 15 districts with underrepresentation. As a result of the self-assessment of policies, practices, and procedures, evidence collected and the State's monitoring of these districts, it was determined that none of Tennessee's 136 districts were determined to have disproportionate representation of racial and ethnic student groups in the six disability categories examined as the result of inappropriate identification. Therefore, zero percent $[(0/136) \times 100 = 0\%]$ of Tennessee's districts were determined to have disproportionate representation of racial and ethnic groups in specific disability categories as a result of inappropriate identification.

Discussion of Target Data for FFY07

Districts identified as having Disproportionate Overrepresentation and/or Underrepresentation in FFY07 were required to conduct and submit to the SDE a self-assessment of the district's policies, procedures and practices for the identification of children with disabilities described in the *Tennessee Rubric for the Examination of Practices, Policies, and Procedures Self-Assessment* (TnREppp SA) or in the *Disproportionality Underrepresentation Self-Assessment*. Districts determined to have over- or underrepresentation as the result of inappropriate identification are required to correct the noncompliance, including revisions of deficient policies, procedures and practices and to report on these revisions publicly by including the requisite *Disproportionality Plan of Improvement (DispPI)* in the school

Tennessee Part B APR FFY07

district's *Tennessee Comprehensive School Performance Plan (TCSPP)*. The self-assessment and improvement plan documents for this process are located on the Special Education web site at <http://tennessee.gov/education/speced/seassessment.shtml#disp>.

Indicator 10: FFY07 District Count of Disproportionate Representation for Disability by Racial/Ethnic Group												
	Autism		Emotional Disturbance		Mental Retardation		Other Health Impairment		Specific Learning Disabilities		Speech and Language Impairments	
	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under
American Indian	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black (not Hispanic)	0	0	0	0	11	0	0	1	1	0	0	1
Hispanic	0	2	0	2	0	2	0	7	0	0	0	4
White (not Hispanic)	4	0	1	0	0	1	1	0	0	0	6	0

In FFY07 thirty-six (36) districts were identified with disproportionate representation as shown in the table above. Relative and weighted risk ratios for underrepresentation varied respectively from .00/.00 to .24/.24. The variance of 3.16 in overrepresentation is more widely dispersed with a low relative risk ratio of 3.06 and a high relative risk ratio of 6.22. Based on the criteria for disproportionate over- and underrepresentation, each of these districts was required to conduct a self-assessment of policies, practices, and procedures and submit to the State. A team of four Tennessee DOE Special Education Staff reviewed each district's self-assessment for compliance with appropriate identification policies, procedures and practices. Ratings were made independently and resulted in >90% reliability among reviewer ratings for the six focus areas required for this self-assessment. All reviews were based on the *TnREppp SA Reviewer Guidelines* (<http://tennessee.gov/education/speced/seassessment.shtml#disp>) and the *Disproportionality Underrepresentation Self-Assessment*. Zero percent $[(0/136) \times 100 = 0\%]$ of Tennessee's districts were determined to have disproportionate representation of racial and ethnic groups in specific disability categories as the result of inappropriate identification.

Findings of Non compliance (see B-15 worksheet)

There were 0 findings of non-compliance related to indicator # 10. Some LEAs were found to have disproportionate underrepresentation ratios however none of these were due to inappropriate identification.

Response to FFY06 OSEP Table Comments:

PER DIRECTIVE OF THE OSEP RESPONSE TABLE – June 6, 2008

Corrections/Revisions of Data Collection and Analysis: FFY05 APR and FFY06 APR

In order to determine the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories for annual data reviewed for FFY05 and FFY06, the State was required to revisit methods used to determine disproportionate representation that includes both overrepresentation and underrepresentation. The following section describes the processes used to determine if the identified disproportionate representation for FFY05 and FFY06 was the result of inappropriate identification.

Explanation / Process for Revisions to 2007 and 2008 Annual Performance Reports

Tennessee's definition reported in the 2/1/07 and 2/1/08 Annual Performance Reports for the examination of disproportionate representation did not include the examination and analysis of districts identified with disproportionate underrepresentation. In April 2008, OSEP provided Tennessee with a status report where guidance for revisions was provided in which the State was given one week to make revisions to Indicator 10 which stated "...Because there can be situations where underrepresentation occurs in the absence of overrepresentation, a State cannot examine underrepresentation only in the context of overrepresentation." Following this guidance, Tennessee reviewed the data for FFY06 and determined those districts with disproportionate underrepresentation – based only on the review of data. Since the

Tennessee Part B APR FFY07

determination of disproportionate representation as the result of inappropriate identification is made through the process of district monitoring, evidence collection, and self-assessment by the review of policies, practices and procedures, a one week time span was inadequate for the determination of 'appropriate identification'. Therefore, revisions included in the final APR submitted to OSEP in April 2008 are not accurate and do not represent Tennessee's disproportionate representation as reported for FFY06. The percent of districts identified with disproportionate representation in the FFY06 APR included: (1) districts identified with disproportionate overrepresentation as determined through the process of self-assessment and monitoring, and (2) districts identified with disproportionate underrepresentation as determined on the basis of data only.

OSEP's April, 2008 guidance also stated *"However, these data are not valid and reliable because the State used an incorrect method for calculating underrepresentation of racial and ethnic groups in specific disability categories. OSEP could not determine whether there was progress or slippage or whether the State met its target."* Subsequent clarification from OSEP of required outcomes for Indicator 10 resulted in significant revisions of data collection and examination as well as the determination of disproportionate representation as the result of inappropriate identification. Since it is unknown whether the calculations for disproportionate over- and underrepresentation in the FFY06 APR represent progress or slippage, the calculations made for both the FFY05 and FFY06 APRs have been revised, recalculated and are reported below.

The revisions made for these calculations incorporate Tennessee's FFY07 definition for determination of disproportionate overrepresentation and underrepresentation:

- Overrepresentation – relative risk ratio equal ≥ 3.00 for students identified in the six high incidence disabilities; racial/ethnic student sub-group enrollment ≥ 50 ; and an IDEA Child Count ≥ 10 for the racial/ethnic sub-group examined.
- Underrepresentation – both relative and weighted risk ratios ≤ 0.25 for students identified in the six high incidence disabilities; racial/ethnic student sub-group enrollment $\geq 5\%$ of the district's total enrollment; and a minimum child count of 45 for students receiving special education and related services.

The ratings made for disproportionality self-assessments provided by districts identified with disproportionate overrepresentation in FFY05 and FFY06 have been revisited and rated using guidelines for the FFY07 district self-assessments. This was to determine if any found disproportionate representation was or was not the result of inappropriate identification based on the revised FFY07 model. The *TnREpp SA Reviewer Guidelines* used to reassess FFY05 and FFY06 disproportionate overrepresentation are found at <http://tennessee.gov/education/speced/seassessment.shtml#disp>.

Baseline Data for FFY05 (Revisions include districts with underrepresentation)

Indicator 10: FFY05 District Count of Disproportionate Representation for Disability by Racial/Ethnic Group												
	Autism		Emotional Disturbance		Mental Retardation		Other Health Impairment		Specific Learning Disabilities		Speech and Language Impairments	
	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under
American Indian	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black (not Hispanic)	0	0	0	0	12	0	0	0	2	0	0	2
Hispanic	0	0	0	1	0	1	0	3	0	0	0	2
White (not Hispanic)	1	0	2	0	0	0	4	0	2	0	6	0

Discussion of Baseline Data for FFY05 (Revised)

In FFY05 thirty-six (36) districts were identified with disproportionate representation as shown in table above. There were 29 districts identified with overrepresentation and 9 districts identified with underrepresentation. The determination of disproportionate over- and underrepresentation for these districts was recalculated. Districts with disproportionate overrepresentation in FFY05 had completed and submitted the State's self-assessment of policies, procedures and practices for the identification of

Tennessee Part B APR FFY07

students with disabilities. These self-assessments were revisited and rated based on the *TnREppp SA Reviewer Guidelines* (<http://tennessee.gov/education/speced/seassessment.shtml#disp>).

According to OSEP, Tennessee did not correctly identify districts with disproportionate underrepresentation in FFY05. Therefore, the determination of districts with disproportionate underrepresentation as the result of inappropriate identification for FFY05 employed the guidelines below:

- Districts that were identified with disproportionate underrepresentation in FFY05 and FFY07 were required to conduct the *Disproportionality Underrepresentation Self-Assessment* in FFY07. All of these districts were found not to be disproportionate as the result of inappropriate identification in FFY07 and as a result, did not have disproportionate underrepresentation in FFY05.
- Districts that did not meet the criteria for disproportionate underrepresentation in FFY06 or FFY07 were determined not to be disproportionate as the result of inappropriate identification, as those districts no longer met the criteria for disproportionate underrepresentation.

Following these guidelines it has been determined that zero (0) percent $[(0/136) \times 100]$ of Tennessee's districts with disproportionate representation of racial and ethnic groups in the six disability categories examined were determined to be the result of inappropriate identification in FFY05.

Actual Target Data for FFY06 (Revisions include districts with underrepresentation)

Indicator 10: FFY06 District Count of Disproportionate Representation for Disability by Racial/Ethnic Group												
	Autism		Emotional Disturbance		Mental Retardation		Other Health Impairment		Specific Learning Disabilities		Speech and Language Impairments	
	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under	Over	Under
American Indian	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0
Black (not Hispanic)	0	0	0	0	11	1	0	0	3	0	0	1
Hispanic	0	0	0	3	0	1	0	6	0	0	0	4
White (not Hispanic)	1	0	2	0	1	0	3	0	0	0	6	0

Discussion of Baseline Data for FFY06 (Revised)

In FFY06 forty-three (43) districts were identified with disproportionate representation as shown in table above. There were 27 districts identified with overrepresentation and 16 districts identified with underrepresentation. The determination of disproportionate over- and underrepresentation for these districts was recalculated. Districts with disproportionate overrepresentation in FFY06 had completed and submitted the State's self-assessment of policies, procedures and practices for the identification of students with disabilities. These self-assessments were revisited and rated based on the *TnREppp SA Reviewer Guidelines* (<http://tennessee.gov/education/speced/seassessment.shtml#disp>).

According to OSEP, Tennessee did not correctly identify districts with disproportionate underrepresentation in FFY06. Therefore, the determination of districts with disproportionate underrepresentation as the result of inappropriate identification for FFY06 employed the guidelines below:

- Districts that were identified with disproportionate underrepresentation in FFY06 and FFY07 were required to conduct the *Disproportionality Underrepresentation Self-Assessment* in FFY07. All of these districts were found not to be disproportionate as the result of inappropriate identification in FFY07 and as a result, did not have disproportionate underrepresentation in FFY05.
- Districts that did not meet the criteria for disproportionate underrepresentation in FFY07 were determined not to be disproportionate as the result of inappropriate identification, as those districts no longer met the criteria for disproportionate underrepresentation.

Following these guidelines it has been determined that zero (0) percent $[(0/136) \times 100]$ of Tennessee's districts with disproportionate representation of racial and ethnic groups in the six disability categories examined were determined to be the result of inappropriate identification in FFY06.

Tennessee Part B APR FFY07

Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07

Improvement Activities	Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07
<p>Expand current guidelines and develop a “best practices” document for the child find, referral, and assessment of culturally and linguistically diverse learners (CLD), including English Language Learners (ELL), for eligibility in special education to include:</p> <ul style="list-style-type: none"> • child find/screening guidelines, • unbiased and culturally-fair assessment practices, and • guidelines to determine the differentiation of normal second language acquisition and lack of progress due to a disability. 	<p>A section was created on the web with current question and answer documents, assessment guidelines, and a power point presentation providing guidance for the assessment and eligibility of English Language Learners for Special Education. Refer to http://state.tn.us/education/speced/seassessment.shtml#ESL under the heading of “English as a Second Language (ESL): Appropriate Identification and Assessment”.</p> <p>Progress made. Continue activity.</p>
<p>Continue grant partnership liaison with NCCRESt for purpose of identifying and implementing appropriate strategies to decrease significant disproportionality.</p>	<p>The State worked with NCCRESt to plan and arrange the State’s first Disproportionality Institute. This Institute was planned for June 2008; however, the State was required to cancel the Institute due to State budget restrictions mandated in May 2008.</p> <p>The Disproportionality Core Work Group reviewed and edited a document to be published by NCCRESt entitled “A State Profile of Efforts to Create Culturally Responsive Educational Systems: TENNESSEE”. This document has been published on the NCCRESt web site (www.nccrest.org)</p> <p>Progress made. Discontinue activity.</p>
<p>Provide Responsiveness to Intervention (RTI) Training of systematic instruction to determine need for special education services.</p>	<p>Activity in process and on-going</p> <p>Refer to State Improvement Grant web site at http://sig.cls.utk.edu/resources_teacher_pd.html#tsig for listing of on-going instruction for RTI Trainer of the Trainers.</p> <p>Progress made. Continue activity.</p>
<p>Support efforts through the State Improvement Grant (SIG) in the development of procedures used to identify students with disabilities with the Responsiveness to Intervention (RTI) method, as a viable, culturally-fair alternative for identification of students from diverse racial and ethnic backgrounds with disabilities.</p>	<p>Task force and RTI Oversight Committee collaborated to revise procedures for the identification of students with disabilities. Revised Standards for Specific Learning Disabilities passed State Board of Education Approval on December 19, 2007.</p> <p>Progress made. Discontinue activity.</p>
<p>Develop and disseminate best practice guidelines and tools to school districts to include specific strategies, policies, and practices that have resulted in the successful decrease of disproportionate representation of racial/ethnic groups of students who have been inappropriately</p>	<p>Exemplary practices, policies and procedures were collected from LEAs’ self-assessments from the previous school year (2006-2007) and were posted on the Special Education website at http://tennessee.gov/education/speced/seassessment.shtml#disp/ for use by districts when conducting self-assessments in FFY07. These documents can be found under the heading of ‘At Standard’</p>

Tennessee Part B APR FFY07

disproportionately identified with disabilities.	Reviews—Practices, Policies, and Procedures (Exemplary Focus Items) in the “Disproportionality Archives” at this link. Progress made. Continue activity.
Provide technical assistance to districts that have been identified with potential and significant disproportionate representation. Include resources from NCCRESt (National Center for Culturally-Responsive Education Systems) and NIUSI (National Institute for Urban Schools Improvement).	The State provided to school districts with disproportionate representation State and National resources pertinent to decreasing disproportionality. These resources included the internet locations of resources developed by NCCRESt and NIUSI. Progress Made/Discontinue Activity

Revisions, with Justification, to Proposed Targets/Improvement activities/Timelines/Resources for 2008—2009:

Improvement Activities	Timelines	Resources
Complete revisions to the definition and methodology used in the collection of districts' annual enrollment and census data to include multiple data sources and analysis of racial/ethnic student groups receiving special education and related services and the determination of districts with over- and underrepresentation as the result of inappropriate identification.	FFY08	Division of Special Education: Disproportionality Core Workgroup Westat Disproportionality Calculator State Report Card December 1 IDEA Census Child Count OSEP State Contact: Dan Schreier
Support training in School-Wide Positive Behavior Supports (SWPBS) of systematic interventions needed to reduce behavior-related disability identification such as Emotional Disturbance and Other Health Impairment (ADHD).	FFY08 and On-going	Division of Special Education Grant Support for EdExcellence and RISE.

Part B State Annual Performance Report (APR) for 2007-2008 (FFY07)

Monitoring Priority: Effective General Supervision Part B / Child Find

INDICATOR 11 – CHILD FIND: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

[(4034 + 11642) / 17382] x 100 = 90.2%

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of the children with parental consent to evaluate will be evaluated and eligibility determined within the state established timeline of 40 school days. Percentages will be reported according to measurement methods for areas a, b, and c.

Actual Target Data for 2007-08:

All 136 LEAs reported information for FFY07 for compliance with the State established 40 school day timeline for initial evaluations. Documentation of the 40 School Day Initial Evaluation Summary Reports indicated that:

- a) 17382 students received parental consent for initial evaluations.
- b) 4034 students (23.2%) were determined ineligible within the State established timeline.
- c) 11642 students (67.0%) were determined eligible within the State established timeline.
- d) 1706 students (9.8%) were not evaluated within the State established timeline.

The percentage of students for with initial evaluations completed and eligibility determination made within timelines was:

4034 (b) + 11642 (c) / 17382 (a) X 100 = 90.2%

Discussion of Target Data for FFY07:

Tennessee Part B APR FFY07

During FFY07 all 136 LEAs had a system of procedures to collect data for tracking the 40 school day timeline for initial evaluations. This system included the use of a *40 School Day Tracking Log* for collecting: Name of Student, Date Written Parental Consent Received, Date of Eligibility Meeting, Determination of Eligible or Ineligible, 40 School Days Met-Yes/No, Range of Days Over the 40 School Day Timeline and Reasons for the Delay.

All 136 LEAs compiled the data collected in the 40 School Day Tracking Logs and reported this to the State in an *Initial Evaluation Summary Report*. Those summary reports included the total number of students for whom parental consent to evaluate was received, the total number of students determined eligible within 40 school days, the total number of students determined ineligible within 40 school days, the total number of students whose determination of eligibility or ineligibility was determined over 40 school days, the range of days over the 40 school days and the reasons for the delays.

The data indicate that the majority of initial evaluations (90.2% or 15676 of 17382) were completed for eligibility or ineligibility within required timelines. This is an 8% increase from FFY06.

1706 evaluations (9.8%) were not completed within required timelines in FFY07. During FFY06, 18% were not completed within required timelines.

The most common reasons for exceeding the 40 School Day Timeline included:

- Insufficient numbers of qualified personnel
- Evaluations not received in a timely manner from psychological examiner
- Difficulty in obtaining relevant medical information from student's medical provider
- Parents did not respond to "Invitation to a Meeting" notices and LEAs could not contact them
- Family delays (parent cancelled meeting and did not show up for rescheduled meeting)
- Student transferred several times within the timeline
- Student absences

All 136 LEAs compiled data from the *40 School Day Tracking Log* for the range of days for initial evaluations that exceeded the 40 school day timeline. 38 of the 136 LEAs (28%) had no student whose evaluation exceeded the 40 school day timeline and 48 additional LEAs had only 1 day over the timeline for a total of 86 of the 136 LEAs (63%) that had no student over the timeline or the lowest day in the range was 1 day over. The highest number of the range was 153 for only 1 student who was in the largest urban system in the state.

Response to FFY06 OSEP Table Comments:

...provide data in the FFY 2007 APR, due February 1, 2009, demonstrating that the State is in compliance with the requirements in 34 CFR §300.301(c)(1), including reporting correction of the noncompliance identified in the FFY 2006 APR.

Findings of Non compliance (see B-15 worksheet)

There were 18 findings of non-compliance related to indicator # 11. All findings not corrected within one year of identification (11 of 18 or 61%) were subsequently corrected within a maximum of two weeks of the one year anniversary date of their identification. Correction of findings were validated through onsite record review and other documentation. Additionally, LEAs were required to plan and/or attend specific trainings relative to findings. There was no continued lack of non-compliance in any instance and the State was not required to pursue any enforcement actions.

Note: The "late" corrections of noncompliance were due to the TDOE staff not getting to all locations to verify the correction of noncompliance within one year. TDOE found that the correction of noncompliance

Tennessee Part B APR FFY07

had occurred within one year. Had the TDOE verification visit not been delayed, all findings would have been corrected within one year. TDOE has revised its notification and verification schedule to ensure timeliness of correction of future findings.

Discussion of Improvement activities and explanation of progress or slippage that occurred for FFY07:

Improvement Activities	Discussion of Improvement Activities and Explanation of Progress or Slippage that Occurred for FFY07.
Training of LEAs on components of the evaluation/eligibility process and timelines for completion	<p>Completed for FFY07 through implementation of improvement plans written in 2006-07 in LEAs in which initial evaluation areas were noted in need of improvement.</p> <p>Training to LEAs was provided at Special Education State Conference, regional orientation meetings, district specific technical assistance, and on an individual basis to new supervisors and other personnel, as appropriate.</p> <p>Evidence of significance of trainings was found in the progress from 82% FFY06 to 90.2% in FFY07, for students meeting the 40 School Day Timeline.</p> <p>Note: trainings will be provided as improvement needs are identified through future monitoring or other reviews.</p> <p>Progress made. Continue activity.</p>
<p>Provide all LEAs with a uniform means of collecting timeline data for (i.e. a log within the state automated IEP system) in order to ensure that collection is consistent across the state. The data collected will include the number of children for whom parental consent to evaluate is received as well as numbers of eligible and non-eligible students within required timelines.</p> <p>Also included will be those for whom consent was received but whose evaluations were not completed within required timelines and reasons for any delays.</p> <p>This system will enable the TDOE and LEAs to better determine non-compliance at the student level.</p>	<p>State Compliance Staff provided all LEAs with a <i>40 School Day Tracking Log</i> for use in collecting the required data to ensure reliable and consistent data across the state. An <i>Initial Evaluation Summary</i> for compiling the data from the Tracking Logs was also provided to the 136 LEAs.</p> <p>All LEAs used the tracking log and reported a summary of findings on the Initial Evaluation Summary Report.</p> <p>Evidence of reliable and consistent data was found in the progress from FFY06 to FFY07, for students meeting the 40 School Day Timeline.</p> <p>Progress made. Discontinue activity.</p>

Revisions with Justifications to Proposed Targets/Improvement Activities/Timelines/Resources for FFY07:

Activities	Timeline	Resources
None at this time		

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Effective General Supervision Part B – Effective Transition

INDICATOR 12 – PART C TO B TRANSITION: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b - d)] times 100.

[(471) / (750 – 85 – 109)] x 100 =84.7%

Range of Days Late

- A. 1-30 days late = 50 children
- B. 31-60 days late= 15 children
- C. 61-90 days late= 10 children
- D. over 90 days late= 10 children

FFY	Measurable and Rigorous Target
2007 (2007-2008)	<p>100% of children referred by Part C prior to age three, who are found eligible for Part B, have an IEP developed and implemented by their third birthdays. Measurement = C (Eligibles) DIVIDED BY [A (Total) MINUS B (Not Eligible) MINUS D (Parent Refusal)] TIMES 100.</p> <ul style="list-style-type: none"> a. All children who have been served in Part C will be referred to Part B for eligibility determination. b. All referrals determined to be NOT eligible for Part B will have eligibilities determined prior to their third birthdays. Children from A not included here will be explained. Reasons for delay of eligibility for Part B will be explained. c. All referrals determined to be eligible for Part B will have an IEP developed and implemented by their third birthdays. Children from A not included here will be

Tennessee Part B APR FFY07

	explained. Reasons for delay of eligibility for Part B will be explained. d. All referrals for whom parent refusal to provide consent caused delays in evaluation or initial services will have eligibility determined. Children from A not included here will be explained.
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Actual Target Data for 2007-08

- a. 750 # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. 85 # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. 471 # of those found eligible who have an IEP developed and implemented by their third birthdays
- d. 109 # of children for whom parent refusal to provide consent caused delays in evaluation or initial services. Though the Part B data system does not capture this information, detailed information was collected from LEAs regarding all children who had transition meetings but did not have an IEP in place by age three. That information was combined from the information gathered in the early intervention data base to provide this measure.

Account for children included in a, but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b - d)] times 100.

84.7% = [(471) / (750 – 85 – 109)] x 100.

Discussion of Target Data for 2007-08

84.7% of children referred by Part C prior to age 3 and who were found eligible for Part B had an IEP developed and implemented by their third birthdays. This represents significant progress from the previous fiscal year's performance of 47.10%. In addition, this year, compliance monitors will follow up with LEA's that are not compliant on this indicator. Trainings will occur at supervisor's meetings and the annual state conference.

Reasons most often cited for untimely IEP's were: scheduling issues between parties, snow days, rescheduling issues when someone is sick – often the child, and families that have moved, could not be located, changed their minds regarding evaluation or services.

Data from Tennessee's Early Intervention Data System was merged into a unified data table for this report and compared to two Part B data sources, an attendance and services data system (EIS) as well as the special education data services system (Easy-IEP).

Data submitted for FFY07 has been verified by each LEA to increase accuracy. Work continues with the existing data systems in Part B and C to collect all desired data elements to continue and improve this indicator data.

Response to FFY06 OSEP Table Comments:

The State must provide data on the number of children for whom parent refusal to provide consent caused delays in evaluation or initial services and the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays in the FFY 2007 APR, due February 1, 2009.

Findings of Non compliance (see B-15 worksheet)

There were 10 findings of non-compliance related to indicator # 12. All findings not corrected within one year of identification (6 of 10 or %) were subsequently corrected within a maximum of two weeks of the

Tennessee Part B APR FFY07

one year anniversary date of their identification. Correction of findings were validated through onsite record review and other documentation. Additionally, LEAs were required to plan and/or attend specific trainings relative to findings. There was no continued lack of non-compliance in any instance and the State was not required to pursue any enforcement actions.

Note: The "late" corrections of noncompliance were due to the TDOE staff not getting to all locations to verify the correction of noncompliance within one year. TDOE found that the correction of noncompliance had occurred within one year. Had the TDOE verification visit not been delayed, all findings would have been corrected within one year. TDOE has revised its notification and verification schedule to ensure timeliness of correction of future findings.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY 2007

Improvement Activities	Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07
Quarterly Regional Partnership meetings in training and TA to improve transition steps and services.	Meetings have been held as needed rather than quarterly and are completed in their current format. Progress made. Discontinue activity.
Continue to update as needed and provide "Paving the Way for Successful Transitions" training modules for improved transition processes	Paving the Way for Successful Transitions is a transition training module presented jointly by Part C and Part B staff. This module has been required for LEAs that did not meet appropriate compliance. This training continues as needed. Progress made. Continue activity.
Identify and log transition issues from phone calls, parents, and compliance consultants.	Transition issues have been tracked and discussed by Division staff, LEAs and TEIS on an individual basis. Trends have been noted and analyzed for systematic improvement. Progress made. Continue activity.
Work with Focus group of TDOE Sp Ed Offices of 1) Data Services, 2) Compliance and Monitoring, and 3) Early Childhood, a local TEIS provider and a LEA representative to develop a data system for tracking students with IEPs that interfaces "transition components" in Part C with Preschool (619).	This group has met and developed a tracking system for children exiting Part C and entering Part B preschool services and general education services. Progress made. Continue activity.
	Continue activity with state personnel, consult local users as needed. Progress made. Discontinue activity.
Ensure that the Tennessee EasyIEP statewide electronic data system development includes: Students served in Part C Students referred to Part B	This work began during the 2005 school year and is being continued and refined based on current data system capabilities. A unique identifier has been developed that tracks children across all department data bases. Progress made. Continue activity.

Tennessee Part B APR FFY07

<p>Students determined not eligible for Part B</p> <p>Students determined eligible with development and implementation of IEP date.</p> <p>Field indicating range of days beyond third birthday</p> <p>Field indicating reasons for delay</p>	<p>Develop mechanism to electronically capture information in Part B of children who were assessed and not eligible for service, for parents who move and for parents who decline Part B service.</p> <p>Progress made. Discontinue activity.</p>
<p>As a result of LEA monitoring: Provide technical assistance to LEAs based on information identified through self-assessment or a survey</p> <p>Provide training in LEAs where significant discrepancies or noncompliance issues are found (these discrepancies and the specific training required are documented in Program Improvement Plans (PIPs).</p>	<p>"Paving the Way for Successful Transitions" is a transition training module presented jointly by Part C and Part B staff. This module has been required for LEAs that did not meet appropriate compliance. Other TA is provided as needed and or requested, including supervisors meetings and the spring conference.</p> <p>Progress made. Continue activity.</p>
<p>Provide TA to individual families as needed.</p>	<p>TA is provided to families on a routine basis as needed.</p> <p>Progress made. Continue activity.</p>
<p>Data verification to include:</p> <ol style="list-style-type: none"> 1. Training on data collection and data entry 2. Regular report tracking 3. Formal verification of data 4. Ongoing communication between state and local LEAs 5. Site visits as needed 	<p>Communication, training, and verification activities are underway.</p> <p>Progress made. Continue activity.</p>

Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY07

Activities	Timelines	Resources
<p>New Activity: Develop an online birth to five transition training module in collaboration with North Central Regional Resource Center to train and track elements of appropriate transition. Early Intervention and LEA preschool personnel, as needed, will complete the module; data regarding completion will be maintained and monitored.</p>	<p>Fall 2008</p>	<p>North Central Regional Resource Center Personnel via contract</p> <p>Early Intervention and preschool personnel</p>

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Effective General Supervision Part B / Effective Transition

INDICATOR 13 – SECONDARY TRANSITION WITH IEP GOALS: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

(94 / 188) x 100 = 50%

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of youth aged 16 and above with an IEP will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals

Actual Target Data for FFY07:

Based on the requirements of this indicator, 188 student transition plans were reviewed during FFY07 in 34 LEAs. Plans were reviewed for compliance with statutory requirements for transition goals and services.

Reviews revealed that 94 of the 188 plans reviewed, or 50%, were found to meet the federally defined target of 100% for appropriate measurable post secondary goals and transition services.

Discussion of Actual Target Data for FFY07:

LEAs whose plans are reviewed are those selected for monitoring as part of a 4-year monitoring cycle in TN. The demographic profiles for the 34 LEAs in the FFY07 cycle included 5 locale types: rural, small town, urban-large and mid size cities, and mid-size central cities, all three grand divisions of the state, a 17% disability rate, a poverty level average of 18.5%, and representation by the three major ethnic groups in the state.

In FFY06 31% of transition plans reviewed met federally defined requirements as compared to 50% compliance in FFY07 (outlined above). While the target of 100% was not met, improvement was evident.

TDOE used a *Transition Requirements Checklist* (OSEP supported) as the instrument to acquire target data. The checklist contained the following questions:

1. Was a measurable postsecondary goal stated for any of the following areas?

Tennessee Part B APR FFY07

Training, Education, Employment, and where appropriate, independent living skills.

2. For each measurable postsecondary goal, was at least one annual goal listed in the IEP?
3. For each measurable postsecondary goal, was there evidence that age-appropriate transition assessments were used in the development of each measurable postsecondary goal?
4. For each measurable postsecondary goal, was at least one transition service listed for this measurable postsecondary goal?
5. For each measurable postsecondary goal(s), was there evidence of coordination between the LEA and other postsecondary services?
6. Was a course of study that is aligned to the student's measurable postsecondary goals indicated and included in the IEP?

All six of the questions above had to be answered Yes or NA for the IEP to meet the requirements of Indicator 13 which asks: Overall, does the IEP include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet their post secondary goals?

Response to FFY06 OSEP Table Comments:

... including reporting correction of the noncompliance identified in the FFY 2006 APR

Findings of Non compliance (see B-15 worksheet)

There were 23 findings of non-compliance related to indicator # 13. All findings not corrected within one year of identification (16 of 23 or 70%) were subsequently corrected within a maximum of two weeks of the one year anniversary date of their identification. Correction of findings were validated through onsite record review and other documentation. Additionally, LEAs were required to plan and/or attend specific trainings relative to findings. There was no continued lack of non-compliance in any instance and the State was not required to pursue any enforcement actions.

Note: The "late" corrections of noncompliance were due to the TDOE staff not getting to all locations to verify the correction of noncompliance within one year. TDOE found that the correction of noncompliance had occurred within one year. Had the TDOE verification visit not been delayed, all findings would have been corrected within one year. TDOE has revised its notification and verification schedule to ensure timeliness of correction of future findings.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities completed and progress or slippage that occurred for FFY07
Implement Transition Outcomes Project	Continue contract with Dr. Ed O'Leary for the Transition Outcomes Projects (TOPs) and data management system. Year One LEA Review Teams came together in September 2006 for a two day training. Year One teams did a second review Fall of 2007. Year Two Review Team Training was held in October 2007. Progress made. Continue activity.
Submit letters of support and commitment for a grant to validate the seamless transition model in four Tennessee schools.	Completed letters of support. Grant was not funded. Progress made. Discontinue activity.

Tennessee Part B APR FFY07

Partner with Vocational Rehabilitation, Workforce Development, Department of Children's Services, STEP, Inc., and Disability Law and Advocacy Center to produce and disseminate training materials to improve transition to adult services in Tennessee	<p>The ARC of Tennessee has been added to conduct parent training and develop additional resource materials for parents of transition aged students. Members from all agencies in Tennessee that serve transition aged children have been added as collaborative partners, including the Governor's Office on Children's Care Coordination. In 2008-09 these agencies will conduct Resource Mapping with the assistance of Debra Hart and Nancy Hurley.</p> <p>Progress made. Discontinue activity.</p>
Partner with Developmental Disabilities Council, University of Memphis Boling Center and Disability Law and Advocacy Center to sponsor the Transition Outcomes Project (TOPS) and to inform state improvement activities	<p>This interagency collaboration continues and includes regular meetings and communication with regards to secondary transition and the Transition Outcomes Project. Project Link, Arc of Tennessee has been added as we work toward the goal of involving all state agencies that serve transition aged students.</p> <p>Progress made. Continue activity.</p>
Partner with parent training and information centers to provide training and assistance to families re secondary transition process	<p>This collaboration should be continued with joint workshops and transition forums and fairs.</p> <p>Progress made. Continue activity.</p>
Develop and post Transition Center Website to disseminate information, online transition assessments, and pertinent information for students, parents and educators	<p>Materials are posted on the state website and the websites of our university projects. Project RISE https://umdrive.memphis.edu/g-coe-rise/ and Partnerships for Edexcellence www.web.utk.edu/~edex</p> <p>A "Transition Assessment Tool Kit" was added to the Websites to aid LEA personnel in conducting on-going, individualized, age-appropriate transition assessments.</p> <p>Development and maintenance continue.</p> <p>Progress made/continue activity.</p>
Conduct regional transition institutes open to families and educators	<p>Academies were approved to award credits for the Tennessee Academy of School Leaders. Transition Academies were conducted in August of 2007 to provide an intensive two-day training in the transition process.</p> <p>Progress made. Continue activity.</p>
Revise/rewrite the Tennessee Connections Transition Manual to include updated information consistent with the IDEA '04	<p>Manual now includes updated information and is posted on the state Website. Continue maintenance. Tennessee utilizes a web-based agency directory (http://kc.vanderbilt.edu/tnpathfinder/) to keep contact information current. The agency section will be removed from the transition manual.</p> <p>2006-07 A Parent Guide to Transition Services and a Student Manual were developed and posted on the Website. Each manual contains an age-appropriate transition survey questionnaire to prepare parent and student for the first transition planning meeting.</p> <p>Activity completed. Discontinue activity.</p>
Train teachers and administrators to implement the Self-Determination	<p>There are a total of 128 schools involved: 4 elementary, 43 middle, and 81 high schools</p>

Tennessee Part B APR FFY07

Curriculum in selected LEAs.	Progress made. Continue activity.
Implement Seamless Transition Projects in two pilot LEAs utilizing a braided funding model between the LEA, adult service agencies and private agency contractors.	TDOE is seeking outside funding to keep the demonstration projects going. This collaborative project continues but in a modified format in 3 school districts. The future of the project is uncertain however some Progress made. Continue activity.
Review data from Post School Outcomes Survey (PSOS), Transition Outcomes Projects, and compliance monitoring and adjust state improvement activities and technical assistance	Data was used to start a demonstration project on the campus of Tennessee Tech University to allow students with intellectual disabilities to be housed on the college campus and participate in college activities with their peers. Progress made. Continue activity.
Provide on-site technical assistance to school district personnel to improve transition planning and implement community based instruction programs	Follow-up visits are routinely made to TOPs LEAs and upon request for assistance from LEAs. Three university contract projects also conduct on-site technical assistance visits. Progress made. Continue activity.
Provide joint training in cooperation with the Division of Career and Technical Education on Tennessee policies and required reporting for Work Based Learning Activities	Annual Work Based Learning joint trainings were held Fall of 2007 and the second annual state sponsored School Counselors Conference was held February 2008. The Career and Technical Division added an interactive, web-based career assessment, exploration and awareness site called Tennessee Career Information and Delivery System (http://tcids.tbr.edu) Progress made. Continue activity.
Develop distribution list of transition contacts statewide and use to share best practices, updated information and technical assistance from the Director of Transition Services	Feedback from this activity has been very positive. An electronic newsletter "The Transition Edition" was added March 2007 to be published monthly (September through May) to meet the goals of this activity. Information is regularly sent to transition contacts via email and/or posted on our Website. Progress made. Continue activity.
Place the new requirements for high school transition plans, found in the IDEA '04, in the state's automated IEP program to better ensure the accurate completion of these plans. As a result, paper copies of the forms will not be the only means for writing/documenting these plans.	Requirements placed in the State's automated IEP program. Progress made. Discontinue activity.

Revisions with Justifications to Proposed Targets/Improvement Activities/Timelines/Resources for FFY07

Activities	Timeline	Resources
None at this time		

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Effective General Supervision Part B / Effective Transition

INDICATOR 14 – SECONDARY TRANSITION AFTER SECONDARY SCHOOL: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

302 Enrolled in post secondary schooling divided by 733 total respondents = 41.2% enrolled

526 Competitively employed divided by 733 total respondents = 71.8% competitively employed

114 Both enrolled in postsecondary schooling and competitively employed divided by 733 total respondents= 15.6% both enrolled and employed

FFY	Measurable and Rigorous Target
2007 2007-2008	The number/percent of exiting students competitively employed or enrolled in some type of post secondary schooling or both will increase, stay the same, or decrease no more than 5% when compared to previous year's results.

Actual Target Data for FFY07:

Post Secondary Education: (percent enrolled within a year of leaving high school)

Calculated by taking the number who said "yes" to "Are you enrolled right now" added to the number who said "yes" to "At any time since leaving HS have you ever been enrolled" divided by the number surveyed. (Survey instructed only respondents answering "no" to first question were to be asked the second.)

222 + 80 = 302 enrolled TDOE received useable data from 733 respondents

302 / 733 = 41.2% enrolled some time during their first year after HS

Employment: (percent employed within a year of leaving HS)

Tennessee Part B APR FFY07

Calculated by taking the number who said “yes” to “Are you working now” added to the number who said “yes” to “Have you ever worked since leaving HS” divided by the number surveyed. (Survey instructed only respondents answering “no” to first question were to be asked the second.)

359 + 167 = 526 employed 733 took the survey statewide

526 / 733 = 71.8% employed some time their first year after HS

Both: (percent enrolled and employed at the same time within a year of leaving HS)

Calculated by adding the number who said “yes” to being enrolled and employed divided by the number surveyed.

114 both enrolled and employed 733 took the survey statewide

114 / 733 = 15.6% both enrolled and employed at the same time during their first year after HS.

Discussion of Actual Target Data for FFY07:

Post Secondary Education: Data reported last APR (FFY06) found 27% of leavers were enrolled within a year of leaving HS compared to 41.2% of the leavers contacted last year for reporting for FFY07. This is an increase of 14.2%. The target has been met for this category.

Employment: Data reported last APR (FFY06) found 55% of leavers were employed within a year of leaving HS compared to 71.8% of the leavers contacted last year for reporting for FFY07. This is an increase of 16.8%. The target has been met for this category.

Both: Data reported last APR (FFY06) found 10% of leavers were enrolled and employed within the first year of leaving HS compared to 15.6% of the leavers contacted last year for reporting for FFY07. This is an increase of 5.6%. The target has been met for this category.

A summary of those responding to the survey includes the following: representation by 13 of 14 disability categories, and an ethnicity breakdown which included American Indian, Asian, Black, Hispanic, and White. TDOE data staff and data consultant ran the respondent numbers through the NPSO Center response calculator. Incomplete (missing) data made the process difficult but having to exclude specific districts due to large amounts of missing data, made the results suspect. Plans are under way to improve the data collection and drastically reduce/eliminate missing data.

Findings of Non-Compliance (see B-15 Worksheet)

There were 0 findings of non-compliance related to indicator # 14.

Discussion of Improvement Activities completed and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities Completed and Progress or Slippage that Occurred for FFY07
Provide information and training about the survey and use of the survey instrument to LEA personnel.	Provided survey and instructions during the Fall of 2007 and training on the use of the instrument during the State's annual conference. All LEAs participating received this information. Progress made. Continue activity.

Tennessee Part B APR FFY07

Selected LEAs will collect, analyze, and prepare data to generate targets and improvement activities.	All LEAs participating completed these requirements and prepared improvement activities specific to their findings. Progress made. Continue activity.
Review transition technical assistance website(s) and utilize information as needed.	Utilized the NPSO website technical assistance. Progress made. Continue activity.
Ensure evidence of implementation of improvement activities from LEAs completing the survey.	LEAs completing the survey in spring of 2008 have written improvement activities. Evidence of their implementation will be determined during the 08-09 school year. Progress made. Continue activity.

Revisions, with Justification, to Proposed Targets/Improvement Activities/ Timelines/ Resources for FFY07

Activities	Timelines	Resources
New Activity: Provide survey electronically to LEAs for ease of implementation and to receive more accurate results.	Spring 2009	State data staff and State contract data staff.

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 15 – MONITORING: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] x 100.

Percent = [(144) / (198)] x 100 = 72.7%

FFY	Measurable and Rigorous Target
<p>2007</p> <p>(2007-2008)</p>	<p>100% of the findings of non-compliance identified during the FFY06 will be corrected within one year or less.</p> <p>Percentages will be reported according to required measurement methods for all areas.</p> <p>Any areas not addressed within one year of identification will include a description of actions that will be taken by TDOE and a description of actions taken to address any area not addressed adequately within one year of identification will be provided.</p> <p>For dispute resolution, the state will meet all mandated requirements within required timelines.</p>

For an overview of how LEAs are selected for monitoring see the TN SPP for FFY04, Indicator #15, "Overview of Issue/Description of System or Process (page 123) and the attached demographics table for 4-year cyclical monitoring with this indicator.

Tennessee Part B APR FFY07

Actual Target Data for FFY07:

Findings of noncompliance can be identified through the following three processes: a) file reviews conducted during self-assessment and onsite LEA monitoring, b) through TN dispute resolutions processes, and c) through the monitoring of other agencies serving students with disabilities such as private agencies, and public non-LEA agencies (corrective programs). Corrected findings of noncompliance based on FFY06 data are presented in the attached B-15 worksheet.

Discussion of Actual Target Data FFY07

Through LEA Monitoring

All findings not corrected within one year of identification (54 of 198 or 27%) were subsequently corrected within a maximum of two weeks of the one year anniversary date of their identification. Correction of findings were validated through onsite record review and other documentation. Additionally, LEAs were required to plan and/or attend specific trainings relative to findings. There is no continued lack of non-compliance in any instance and the State was not required to pursue any enforcement actions.

Note: The "late" corrections of noncompliance were due to the TDOE staff not getting to all locations to verify the correction of noncompliance within one year. TDOE found that the correction of noncompliance had occurred within one year. Had the TDOE verification visit not been delayed, all findings would have been found to be corrected within one year. TDOE has revised its notification and verification schedule to ensure timely verification will occur.

Through Dispute Resolution

All findings were corrected within one year of identification.

Through Other Agency monitoring (i.e. private, incarcerated)

All findings were corrected within one year of identification.

Response to FFY06 OSEP Table Comments:

In addition, in responding to Indicators 9, 10, 11, 12, and 13 the State must specifically identify and address the noncompliance identified in this table under those indicators.

See individual indicator write ups for the identification of findings of noncompliance as referenced in table B-15 below. Correction of findings is also addressed in each write up.

Discussion of Improvement Activities and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities and Progress or Slippage that Occurred for FFY07
Provide follow-up technical assistance to LEAs/programs based on information identified through on-site monitoring.	Information identified through onsite monitoring was reported to LEAs in a letter from the TDOE to comply with 20 U.S.C. 1232(d)(b)(3)(E) and 34 CFR 300.149 and 300.600. Thirty (30) LEAs were monitored in FFY06-07. Program Improvement Plans (PIPs) were written based on needs identified through on-site monitoring. Follow-up technical assistance was provided by TDOE based on the contents of the PIPs. <u>Other Agencies</u> Private

Tennessee Part B APR FFY07

	<p>None required</p> <p><u>Incarcerated Youth</u></p> <p>None required</p> <p>Progress made. Continue Activity</p>
Continue current monitoring practices to ensure compliance with federal requirements.	A duplicate of previous activity. Will be removed for FFY08.
Monitoring reports will be posted on the Web and instructional sessions at the state and regional conferences and annual orientation for new agency/ program staff.	<p>All reports posted and instructional sessions and orientations held as planned.</p> <p>Progress made. Continue activity</p>
Dispute Resolution: Provide technical assistance and training in LEAs where discrepancies or non-compliance issues are found. Continue current practices and training to ensure compliance with federal and state statutes and regulations.	<p>Training and review of state and federal dispute resolution processes was conducted for the benefit of LEA staff at the annual statewide conference and at regional meetings. General information on dispute resolution was provided for new LEA administrative staff during an annual orientation meeting hosted by the SDE in the fall of 2007.</p> <p>Progress made. Continue activity</p>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07

Activities	Timeline	Resources
Review existing monitoring review system to establish more measurable criteria for generating non-compliance findings. Develop profile by indicator which identifies any area of needed focus technical assistance. Local letters of determination, on selected indicators, will be provided to all LEAs in the State annually with required activities specified for improvement.	The review occurred during FFY07. Procedures will be put in place early in FFY08.	TDOE Compliance Staff

Tennessee Part B APR FFY07
**TENNESSEE
PART B INDICATOR 15 WORKSHEET**

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification	# of Findings of noncompliance from (a) for which correction was verified within one year and 10 days from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	B-1 10	B-1 10	B-1 4	B-1 6
2. Percent of youth with IEPs dropping out of high school.		B-2 12	B-2 12	B-2 5	B-2 7
		B-14 0	B-14 0	B-14 0	B-14 0
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	B-1 0	B-1 0	B-1 0	B-1 0
		B-2 0	B-2 0	B-2 0	B-2 0
		B-14 0	B-14 0	B-14 0	B-14 0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	B-3 0	B-3 0	B-3 0	B-3 0
		B-7 na	B-7 na	B-7 na	B-7 na
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Dispute Resolution: Complaints, Hearings	B-3 0	B-3 0	B-3 0	B-3 0
		B-7 na	B-7 na	B-7 na	B-7 na
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	2	1	1
	Dispute Resolution: Complaints, Hearings	0	0	0	0
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	B-5 13	B-5 13	B-5 6	B-5 7
		B-6 0	B-6 0	B-6 0	B-6 0
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	B-5 0	B-5 0	B-5 0	B-5 0
		B-6 0	B-6 0	B-6 0	B-6 0

Tennessee Part B APR FFY07

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification	# of Findings of noncompliance from (a) for which correction was verified within one year and 10 days from identification
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0	0
Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	B-9 0 B-10 0	B-9 0 B-10 0	B-9 0 B-10 0	B-9 0 B-10 0
	Dispute Resolution: Complaints, Hearings	B-9 0 B-10 0	B-9 0 B-10 0	B-9 0 B-10 0	B-9 0 B-10 0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	18	18	7	11
	Dispute Resolution: Complaints, Hearings	0	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	10	10	4	6
	Dispute Resolution: Complaints, Hearings	0	0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	23	23	7	16
	Dispute Resolution: Complaints, Hearings	0	0	0	0
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0	0

Tennessee Part B APR FFY07

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification	# of Findings of noncompliance from (a) for which correction was verified within one year and 10 days from identification
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0	0
Other areas of noncompliance: (i.e. Private and Incarcerated youth facilities monitored)	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	24	24	0
	Dispute Resolution: Complaints, Hearings	0	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0	0
	Dispute Resolution: Complaints (84), Hearings(2)	46	86	86	0
Sum the numbers down Column a and Column b			198	144	54
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	72.7%	27.3%

Tennessee Part B APR FFY07

A guide to the selection of LEAs for cyclical monitoring in TN

DEMOGRAPHIC CHART

	2006-2007	2007-2008	2008-2009	2009-2010
System Group #1	30	34	36	35
Locale Types				
Large metropolitan	2	No Data	No Data	No Data
Large town	1	No Data	1	No Data
Rural	13	16	17	17
Small town	9	5	8	8
Urban large city	2	2	2	5
Urban mid-size city	3	7	3	5
Mid size Central city	No Data	4	5	No Data
Geographic Location				
West	10	9	9	9
Middle	8	10	18	13
East	12	15	9	13
Students with Disabilities	16.5%	17.3%	15.8%	17.1%
Poverty Level Per '02 Census	20.3%	18.5%	16.9%	17.5%
White; Total Pop.	82.2%	87.4%	84.9%	89.2%
White w/IEPs				
Black; Total Pop.	13.1%	9.0%	11.5%	8.1%
Black w/IEPs				
Hispanic; Total Pop.	3.8%	2.7%	2.6%	2.0%
Hispanic w/IEPs				

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 16 - COMPLAINTS: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

(103 + 12) / 115 = 100%

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of signed written administrative complaints will be resolved within required timelines.

Actual Target Data for 2007-08:

127 signed written complaints were received by the division. 115 reports were issued. Of the 115 reports issued, 103 were within timelines and 12 were within extended timelines. 15 reports included findings of noncompliance. 11 complaints were pending at the end of the reporting period, 9 of which were complaints pending a due process hearing. 1 complaint was withdrawn.

Discussion of Target Data for 2007-08:

100% of signed written administrative complaints were resolved within required timelines. Target was met.

Findings of Non compliance (see B-15 worksheet)

There were 84 findings of non-compliance related to indicator # 16. All findings were corrected within one year of identification (84 of 84 or 100%).

Per OSEP's Verification Visit Report of January 15, 2009

In the State's FFY 2007 APR, due February 2, 2009, the State must ensure that data reported for FFY 2007 for Indicators 16 and 17 are consistent with the timeline requirements of Part B of the IDEA (i.e., that for Indicator 16, the State counts a State complaint decision as timely only if the State issues the decision within 60 days from the date that the State received the complaint or within an appropriately extended timeline; and that for Indicator 17, the State counts a due process hearing decision as reached within an extended timeline only if there is documentation that the hearing officer granted a specific extension of the 45-day timeline at the request of a party that specified either the length of the extension or the new date by which the decision must be reached and mailed to the parties.

Tennessee Part B APR FFY07

TDOE ensures that data reported for complaints are consistent with the timeline requirements of Part B of the IDEA (i.e. TDOE counts a State complaint decision as timely only if the decision is issued within 60 days from the date the State received the complaint or within an appropriately extended timeline.

Discussion of Improvement Activities and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities and Progress or Slippage that Occurred for FFY07
None. 100% target was attained.	

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07

Activities	Timeline	Resources
NONE		

TABLE 7-REPORT OF DISPUTE RESOLUTION

TABLE 7

**REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT**

SECTION A: Written, Signed Complaints	
(1) Written, signed complaints total	127
(1.1) Complaints with reports issued	115
(a) Reports with findings	15
(b) Reports within timeline	103
(c) Reports within extended timeline	12
(1.2) Complaints withdrawn or dismissed	1
(1.3) Complaints pending	11
(a) Complaints pending a due process hearing	9
SECTION B: Mediation Requests	
(2) Mediation requests total	26
(2.1) Mediations held	23
(a) Mediations held related to due process complaints	11
(i) Mediation agreements	7
(b) Mediations held not related to due process complaints	12
(i) Mediation agreements	10
(2.2) Mediations not held (including pending)	3
SECTION C: Due Process Complaints	
(3) Due process complaints total	59
(3.1) Resolution meetings	36
(a) Written settlement agreements	6
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline (include expedited)	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	47
SECTION D: Expedited Due Process Complaints (Related to Disciplinary Decision)	
(4) Expedited due process complaints total	0
(4.1) Resolution meetings	0
(a) Written settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 17 – DUE PROCESS HEARINGS: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by (3.2)] times 100.

(0+ 1) / 1 = 100%

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of due process hearings will have written decisions within the required timelines.

Actual Target Data for 2007-08:

59 due process hearing requests were received by the division. 1 due process hearing request was fully adjudicated. 47 due process hearing requests were resolved without a hearing. 11 requests were pending at the end of the reporting period.

Discussion of Actual Target Data for 2007-08:

100% of due process hearings were decided within the timelines (including extended timelines). There were no findings of noncompliance. Target was met.

Findings of Non compliance (see B-15 worksheet)

There were 2 findings of non-compliance related to indicator # 17. All findings were corrected within one year of identification (84 of 84 or 100%).

Per OSEP's Verification Visit Report of January 15, 2009

In the State's FFY 2007 APR, due February 2, 2009, the State must ensure that data reported for FFY 2007 for Indicators 16 and 17 are consistent with the timeline requirements of Part B of the IDEA (i.e., that for Indicator 16, the State counts a State complaint decision as timely only if the State issues the decision within 60 days from the date that the State received the complaint or within an appropriately extended timeline; and that for Indicator 17, the State counts a due process hearing decision as reached within an extended timeline only if there is documentation that the hearing officer granted a specific extension of the 45-day timeline at the request of a

Tennessee Part B APR FFY07

party that specified either the length of the extension or the new date by which the decision must be reached and mailed to the parties.

TDOE ensures that data reported for due process hearings are consistent with the timeline requirements of Part B of the IDEA . That is, TDOE counts a due process hearing decision as reached within an extended timeline only if there is documentation that the hearing officer granted a specific extension of the 45-day timeline at the request of a party that specified either the length of the extension or the new date by which the decision must be reached and mailed to the parties.

Discussion of Improvement Activities and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities And Progress or Slippage that Occurred for FFY07
Provide training for hearing officers. Continue use of Model Order of Continuance to provide uniformity and continuity in administration of the hearing process.	Effective July 1, 2007, continuing education and legal training for administrative law judges must be provided by the Administrative Office of the Courts, pursuant to Tennessee Code Annotated §49-10-606(b). Administrative law judge training and continuing education was conducted by Tennessee's Administrative Office of the Courts in August 2007, February 2008 and April 2008. The Administrative Office of the Courts will maintain documentation of training and ensure appropriateness. Activity completed. Discontinue activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07

Activities	Timeline	Resources
NONE		

Part B State Annual Performance Report (APR) for FFY07

Overview of the Annual Performance Report Development:

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 18 – HEARING REQUESTS THAT WENT TO RESOLUTION: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

(6 / 36 = 16.7%%

FFY	Measurable and Rigorous Target
2007 (2007-2008)	3% of hearing requests that go to resolution sessions will be resolved through resolution session settlement agreements.

Actual Target Data for 2007-08:

36 resolution sessions were conducted and 6 resulted in signed written agreements.

Discussion of Actual Target Data for 2007-08:

16.7% of hearing requests that went to resolution sessions resulted in signed written agreements. Target was met.

Discussion of Improvement Activities and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities and Progress or Slippage that Occurred for FFY07
Collect data regarding resolution sessions. Make division staff available for technical assistance and explanation of resources that may be available to expedite resolution of the dispute and to attend resolution sessions.	Effective July 1, 2007, jurisdiction over special education due process cases is vested in administrative law judges employed by the Office of Administrative Procedures of the Tennessee Secretary of State. The Department of Education, in cooperation with the Office of Administrative Procedures, collects data regarding resolution sessions. Pursuant to enactment of Tennessee Code Annotated §49-10-606, on July 1, 2007, the Office of Administrative Procedures of the Tennessee Secretary of State exercises jurisdiction over all special education due process cases in

Tennessee Part B APR FFY07

	<p>Tennessee. This changed the Department of Education's role in dispute resolution therefore the division does not make staff available for technical assistance at resolution sessions.</p> <p>Activity will be removed in next APR due to change in state procedures as explained herein.</p> <p>Discontinue activity.</p>
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for Section A in the FFY07:

Activities	Timeline	Resources
NONE		

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 19 - MEDIATION: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

(7 + 10) / 23 = 73.9%

FFY	Measurable and Rigorous Target
2007 (2007-2008)	55% of mediations will reach agreement within any applicable timelines

Actual Target Data for 2007-08:

26 mediation requests were received by the division and 12 were not related to due process hearing requests. Of the 12 that were not related to due process hearing requests, 10 resulted in agreements. Of the 11 mediations that were related to due process hearing requests, 7 resulted in agreements. 3 mediations were either pending or not conducted.

Discussion of Actual Target Data for 2007-08:

73.9% of mediations reached agreement within applicable timelines (17 agreements divided by 23 mediations held). Target was met.

Discussion of Improvement Activities and progress or slippage that occurred for FFY07

Improvement Activities	Discussion of Improvement Activities and Progress or Slippage that Occurred for FFY07
Provide training for mediators. Encourage use of mediation as a dispute resolution process.	Effective July 1, 2007, continuing education and legal training for mediators must be provided by the Administrative Office of the Courts, pursuant to Tennessee Code Annotated §49-10-605(b). Mediator training and continuing education was conducted by Tennessee's Administrative Office of the Courts in August 2007, February 2008 and April 2008. The Administrative

Tennessee Part B APR FFY07

	Office of the Courts will maintain documentation of training and ensure appropriateness. Activity will be removed in next APR due to change in state procedures as explained herein. Discontinue activity.
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Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Activities	Timeline	Resources
NONE		

Part B State Annual Performance Report (APR) for FFY07

Monitoring Priority: Effective General Supervision Part B / General Supervision

INDICATOR 20 – TIMELINESS & ACCURACY OF DATA & REPORTS: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 2 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

(See B-20 table for measurement.)

FFY	Measurable and Rigorous Target
2007 (2007-2008)	State reported data are 100% timely and accurate.

Actual Target Data for 2007-08:

a. Evidence that state reported data were submitted on or before due dates

618 Data Reports

Tennessee submitted six of the seven OSEP Annual Data Tables on time.

Data Transfer System (DTS) files for Tables 1, 3, 6, and 7 and Education Data Exchange Network (EDEN) files N005, N006, N007, N009, N070, N088, N099, and N112 were submitted to OSEP and Westat on time. Child Count Table 1, Education Environment (placement) Table 3, and Assessment Table 6 were submitted on February 1, 2008. The Dispute Resolution Table 7 was submitted to OSEP and Westat using the DTS format on October 16, 2008. The EDEN files N009 (data for Exit Table 4); N070, N099, and N112 (data for Personnel Table 2); and N005, N006, and N007 (data for Discipline Table 5) were transmitted on November 1, 2008. A slight delay was experienced in submitting EDEN N143 and N144. This was the first submission of these new EDEN files. There were minor problems with the format of the data for N143 and N144. N143 and N144 were submitted on November 2, 2008.

We do not anticipate delays in reporting EDEN N143 or N144 for FFY08.

Tennessee Part B APR FFY07

Annual Performance Report

The Annual Performance Report was submitted on the due date of February 2, 2009 as required.

b. Evidence that state reported data are accurate

618 Data Reports

Accurate data entry is ensured through these processes:

(a) student-level data is collected through our state-wide special education data system that is partially integrated with Tennessee's state-wide student information system and includes state assigned unique student identifiers;

(b) student-level data entry occurs during the process of writing each student's Individualized Education Plan (IEP) in all Tennessee LEAs and is reviewed by IEP team members for all students with disabilities in the state;

(c) all key student demographic data, and data for all federal reports, is controlled by the state through data entry validation tables which enforce consistent data entry by all LEAs; and

(d) TDOE provides many hours of direct technical assistance are provided to LEAs regarding data entry and data quality control.

Report instructions provided with each report table are carefully followed to generate all 618 federal data reports. Tennessee reviews all data tables using the edit checks provided in the technical assistance documentation available on the IDEA Data website. All state reported 618 data are accurate.

See attached *Rubric for Part B – Indicator 20*.

Annual Performance Report

The standards set out for reporting state activities were met as required.

Discussion of Target Data for 2007-08SY:

New procedures have been put in place to address the issues preventing the timely submission of Tennessee's N143 and N144 EDEN files (part of Table 5 – Discipline data). We anticipate meeting the target of 100% timely and accurate data reporting for SY 2008-2009.

Discussion of Improvement Activities and progress or slippage that occurred for FFY07

A. To ensure accuracy of data:

Improvement Activities	Discussion of Improvement Activities and Progress or Slippage that Occurred for FFY07
Provide TA to LEAs on: <ul style="list-style-type: none">collecting valid & reliable data as well as procedures to verification of datamaintaining copy of records submitted to StateHow/when to notify State of changes in LEA data	During the first three months of the FFY07 school year, weekly or bi-weekly teleconferences were held for all LEAs. For the remainder of the school year teleconferences regarding data and data system issues were held as needed. The primary purpose of these teleconferences was to provide technical assistance to LEAs regarding topics listed in Improvement Activities a-e (listed to the left); to inform LEAs of changes/edits/fixes in the data system for students with disabilities; cover issues surrounding the

Tennessee Part B APR FFY07

<ul style="list-style-type: none"> Year to year comparisons of each table, i.e. child count, disability information, exiting and LRE data Definitions for common misinterpretations or new interpretations, such as how to distinguish between short vs. long-term suspensions and expulsions, in-school vs. out-of-school suspensions, etc. Use of state-wide assessment data for students with disabilities in state and federal reports (new OSEP Table 6) 	<p>integration of the data system for students with disabilities with the data system for all students in the state. Further technical assistance regarding the use of state-wide assessment data for students with disabilities in state and federal reports (OSEP Table 6) was provided to LEAs in 2007-2008. All LEAs received email notifications regarding scheduled technical assistance teleconferences with attachments containing agendas providing details regarding the content of each teleconference. The average participation rate for the teleconferences was 58% (79 of 136 LEAs participating).</p> <p>A committee is being formed to develop state definitions of the federal discipline reporting categories. Training regarding the new state discipline reporting categories will be provided to all LEAs.</p> <p>Progress made. Continue activity.</p>
Work with contractor for state special education student information system to refine data collection system to ensure accuracy and timeliness of teacher, school, LEA, and SEA-level data	<p>During FFY07, approximately 145 hours of direct contact (in-person meetings, work sessions, and follow-up conversations) with the contractor for the state special education student information system to refine data collection system to ensure accuracy and timeliness of teacher, school, LEA, and SEA-level data were completed.</p> <p>Progress made. Continue activity.</p>
Communicate and collaborate with other offices within the Tennessee Department of Education to obtain comparison data necessary for compilation of Annual Performance Report indicators	<p>Monthly meetings were held with TDOE Data Management Committee (department-wide, all offices represented). These meetings are conducted by the TDOE Director of Data Quality, who is also the state's Education Data Exchange Network (EDEN) Coordinator.</p> <p>Progress made. Continue activity.</p>
Work to receive clearance to submit data previously submitted to OSEP through the DANS system via the Education Data Exchange Network (EDEN).	<p>Some progress made. Tennessee received approval for the submission of Personnel Table 2, Exit Table 4, and Discipline Table 5 data through the Education Data Exchange Network (EDEN). Tennessee will continue to work toward the goal of submitting all required special education data to the US Department of Education via the EDEN system.</p> <p>Progress made. Continue activity.</p>

B. To ensure that all federal data tables are submitted on time:

Improvement Activities	Discussion of Improvement Activities and progress or slippage that occurred for FFY07
Information placed on special education website for LEAs to download and read to facilitate the timely and accurate submission of their	Information was made available to LEAs regarding the 2007 December Census Report packet (including both state and federal data

Tennessee Part B APR FFY07

December Census Report	collections) on November 26, 2007. Progress made. Continue activity.
December Census due to State from LEAs	100% of LEAs reported their 2007 December Census to the state by January 31, 2008 Progress made. Continue activity.
Deadline for all verifications and additional data.	100% of LEAs reported their 2007 December Census to the state by January 31, 2008 Progress made. Continue activity.
Submit Federal Data Tables 1, 3 & 6 to OSEP	The 2007 OSEP Child Count Table 1, Education Environments Table 3, and Assessment Table 6 for Tennessee were submitted to OSEP and Westat on February 1, 2008. Progress made. Continue activity.
Information placed on special education website for LEAs to download and read to facilitate the timely and accurate submission of their End of the Year Reports	Information was made available to LEAs regarding the 2007-2008 End of the Year packet (including both state and federal data collections) on April 18, 2008. Progress made. Continue activity.
EOY Federal Tables due to State from LEAs	100% of LEAs reported their 2007-2008 End of the Year packet to the state by July 15, 2008 Progress made. Continue activity.
Submit Federal Data Tables 2, 4, 5, and 7 to OSEP	The Dispute Resolution Table 7 was submitted to OSEP and Westat using the DTS format on October 16, 2008. The EDEN files N009 (data for Exit Table 4); N070, N099, and N112 (data for Personnel Table 2); and N005, N006, and N007 (data for Discipline Table 5) were transmitted on November 1, 2008. We experienced a slight delay in submitting EDEN N143 and N144. This was the first submission of these new EDEN files. There were minor problems with the format of the data for N143 and N144. N143 and N144 were submitted on November 2, 2008. We <u>do not</u> anticipate delays in reporting EDEN N143 or N144 for 2008-2009. Slippage. Continue activity.

C. To ensure that the FFY07 APR is submitted by February 2, 2009:

Review and assign or re-assign staff to each indicator as needed.	Assignments remained in place after submission of the FFY06 Annual Performance Report (APR) in February, 2008. Some changes were made and introduced at a Division wide staff meeting in June, 2008. Progress made. Continue activity.
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Tennessee Part B APR FFY07

Organize the content of federal data tables 1, 3 & 6, for indicators utilizing Dec. 1 data in a format which indicator chairpersons can utilize for completing indicator responses. Additionally, Table 7 provided for indicator drafts due on the "first round" of deadlines.	The tables were provided to OSEP and to the appropriate chairpersons in accordance with planned timeframes. Indicators associated with these tables were completed as planned. Progress made. Continue activity.
Assignment due date for draft indicators which utilize Dec. 1 data, as well as selected other indicators, set by the TDOE APR Master Calendar as the 1st week of October, 2008. These will first be submitted to the TDOE APR director for review before going to stakeholders for review.	Indicators assigned for the first round of reviews included: 8,9,10,11,12,13, 14, and 16-19. These drafts were ready for review by the first week of October, 2008. Progress made. Continue activity..
Submit "first round" draft indicators to state Advisory Council for review and feedback.	Provided to the State Advisory Council on October 12, 2008 for review/edits/additions/deletions. Progress made. Continue activity.
Incorporate Advisory Council comments on select draft indicators.	Completed by or before the last week of October, 2008 Progress made. Continue activity...
Organize federal data tables 4 and 5 (due November 1 to OSEP) in a format which indicator chairpersons can utilize for completing related indicator responses. Specify other indicators due for the "second round" of draft deadlines.	Data formats for indicators 1 and 2 were completed for use by chairpersons in a timely manner. Table 5- EDEN N143 and N144 for indicator 4a was slightly delayed. Other indicators required for the second round of draft deadlines were 3, 5, 7, 15 and 20. These drafts were submitted as scheduled by or before December 15, 2008 . Slippage. Continue activity.
Director of APR reviews draft indicators and provides feedback to indicator chairpersons.	Activity completed. Is ongoing and an integral part of overall APR development. Progress made/continue activity.
Provide draft of second round of indicators to State Advisory Council for review and comments.	Provided to the State Advisory Council on January 12, 2009 for review/edits/additions/deletions. Progress made. Continue activity.
Incorporate Advisory Council comments on select draft indicators.	Completed by or before the last week of January, 2009. Progress made. Continue activity
Send a copy of the final APR to the State Advisory Council.	Sent week of February 2nd, 2009. Progress made. Continue activity
Submit FYY07 APR to OSEP & place document on Division website.	Submitted to OSEP electronically on February 2, 2009. Document submitted to webmaster to place on the State website at same date. Progress made. Continue activity

Tennessee Part B APR FFY07

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY07:

Activities	Timeline	Resources
NONE AT THIS TIME		

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	0	1	1
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	0	1	1
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	36
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 2, 2009)		5
	Grand Total		41

Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	0	1	3
Table 4 – Exiting Due Date: 11/1/08	1	1	0	N/A	2
Table 5 – Discipline Due Date: 11/1/08	0	1	1	N/A	2
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	20
			Weighted Total (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)		37
Indicator #20 Calculation					
			A. APR Total	43	41
			B. 618 Total	43	37
			C. Grand Total	86	78
Percent of timely and accurate data = (C divided by 86 times 100)			(C) / (86) X 100 =		91

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